

**Oxford** International Programme

**For**  
*every* **student's**  
*future*



**Oxford**  
International  
Curriculum

**OXFORD AQA**  
INTERNATIONAL QUALIFICATIONS

**Prospectus 2026**

# Oxford International Programme

## Foreword

**We are living in an ever-changing world, where the way we work, live, learn, communicate and relate to one another is constantly shifting. In this climate, education plays a vital role in helping young people feel confident and prepared for what lies ahead. As technology continues to evolve – especially with the rise of AI – it is no longer enough simply to demonstrate knowledge. Students need to think critically, collaborate and apply their knowledge meaningfully to survive and thrive in today’s world.**

To equip our learners for every eventuality, we need to evolve beyond traditional teaching approaches and foster an environment where students can build lifelong learning skills for success. That’s why we have developed the **Oxford International Programme**, encompassing the Oxford International Curriculum and OxfordAQA International Qualifications.

This year, we are introducing the Oxford International Curriculum for Geography, as well as seven new OxfordAQA qualifications: International GCSEs in History, Chinese, Arabic and Sociology, and International AS and A-levels in Chinese and Sociology.

Additionally, the brand-new OxfordAQA Global Skills Projects International GCSE qualification will develop essential skills to support students’ future success.

The Oxford International Programme places sustainability, wellbeing and project-based learning at its heart. With us, your students will gain more than just qualifications. They will develop the mindset and skills to navigate complexity, think critically and shape a better future.

Join us to embed a joy of learning, foster a culture of wellbeing and develop the skills and attitudes needed for a future students can face with confidence.



**Alex Sykes**  
Managing Director,  
Oxford International Education



**Andrew Coombe**  
Managing Director,  
OxfordAQA

*The world is our classroom.*

[www.oxfordinternationalprogramme.com](http://www.oxfordinternationalprogramme.com)

**Trusted by  
generations  
of learners  
worldwide**

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### Ooh, what's this?

Click on the symbols on the following pages to unlock more content!



Additional resources



Take a closer look



Evaluate

# International education that goes *further*

**A holistic approach for students aged 2 to 19 that develops the skills, attitudes and qualifications needed to face the future with confidence.**

From the joyful curiosity of the Early Years to the academic rigour of A-levels, our holistic approach nurtures the skills, knowledge and mindset students need to thrive in a rapidly changing world.

The world-class education and qualifications provided through the Oxford International Programme draw on decades of expertise in teaching and assessment, supporting students to achieve their full potential. Our internationally recognized OxfordAQA qualifications open doors to future opportunities – whether that's access to the world's top universities, exciting career paths or meaningful personal goals.

We foster a love of learning, a culture of wellbeing and a strong sense of purpose – empowering students to connect their education with future academic, career and personal success.



## Early Years 2–5 years

Play-based learning underpinned by a carefully planned foundation stage curriculum.



## Primary 5–11 years

A coherent and holistic curriculum to establish wellbeing and inspire a joy of learning, with end-to-end teacher support.



# Oxford International Programme



## Lower Secondary 11–14 years

An inspiring and holistic approach to learning that builds the foundations for success in international exams.



## International GCSEs 14–16 years

Globally recognized International GCSEs, based on the most trusted qualifications taught in the UK and tailored to international schools.



## International AS and A-levels 16–19 years

A range of globally recognized International AS and A-level qualifications, focused on building future-facing skills to equip your students for university and career progression.



# For *every* student's future

## See results

We deliver a world-class education that lays solid foundations for achievement – in school, at university and beyond.

Our approach to assessment at Primary and Lower Secondary is both purposeful and balanced, combining formative strategies that support day-to-day learning with summative assessments that measure progress and readiness.

OxfordAQA qualifications – recognized by universities worldwide and backed by decades of assessment expertise – provide a clear, rigorous pathway to success. With a student-focused approach to assessment design, learners are equipped to excel in exams and thrive in the next stage of their academic journey.

## Ensure your students are future-ready

The Oxford International Programme prepares students not just for exams, but for life. Our comprehensive curriculum blends academic rigour with real-world relevance. Through project-based learning and a strong emphasis on critical thinking, students develop the skills to solve problems, collaborate effectively and lead with confidence.

## Help your students thrive both in and out of the classroom

Our student-centred approach puts wellbeing at the heart of the learning journey – building confidence, inspiring curiosity and creating an optimal environment for both personal and academic growth. Experience greater engagement as your students become more involved in their learning journey.

## Internationally recognized qualifications

You can be confident your students will be able to access the future they want with OxfordAQA qualifications, which are accepted by top universities worldwide, including the University of Oxford, the University of Cambridge and all of the UK's Russell Group, the USA's Ivy League, Australia's Group of Eight, Hong Kong University and an ever-growing list from around the world. Find out more on page 42.

Plus, you can trust that you are choosing a curriculum and qualifications that are aligned with international standards – with the Oxford International Curriculum positively recommended for ISO certification and OxfordAQA qualifications recognized by UK ENIC.

## Seamless integration into your school

We provide everything you need for a smooth transition – from detailed curriculum and assessment resources to a rich programme of inspiring Continuing Professional Development (CPD).

Our support is designed to save you time and empower your teachers, so they can focus on what matters most: delivering great learning. With expert guidance every step of the way, you can implement with confidence and start seeing impact from day one.

## A tailored approach

Every school is different – and so is every student. From Early Years to A-levels, schools can tailor the Oxford International Programme to suit their context, priorities and learners.

When it comes to qualifications, choosing the right exam board for each subject, with the right support to teach it, will give your students the best chance of success.

## From pedagogy to practice

We have a deep knowledge and understanding of pedagogy. We work closely with teacher communities and many of the world's most creative and respected educational experts to provide products and services that have a positive impact on learning.

# Developing learners for *life*

**At the heart of the Oxford International Programme is a clear vision: to nurture learners who are not only academically capable, but also personally empowered and globally aware. Our learner attributes are woven throughout the curriculum, from Early Years through to International GCSE and A-level qualifications.**

These attributes are more than ideals; they are practical, observable outcomes of a learning journey that values enquiry, resilience and self-direction. By developing these qualities, we help students grow into confident individuals who are ready to lead, adapt and thrive.

**The Oxford International Programme develops learners who are:**

## **Empowered & independent**

Our students are independent, critical thinkers who are adaptable and look to develop strategies to be lifelong learners. They are confident leading on projects but also work well in a collaborative environment.

## **Inventive & curious**

Our students are inventive, resourceful and creative. They question the world around them with a sense of wonder, and aspire to shape a better future for themselves and their community.

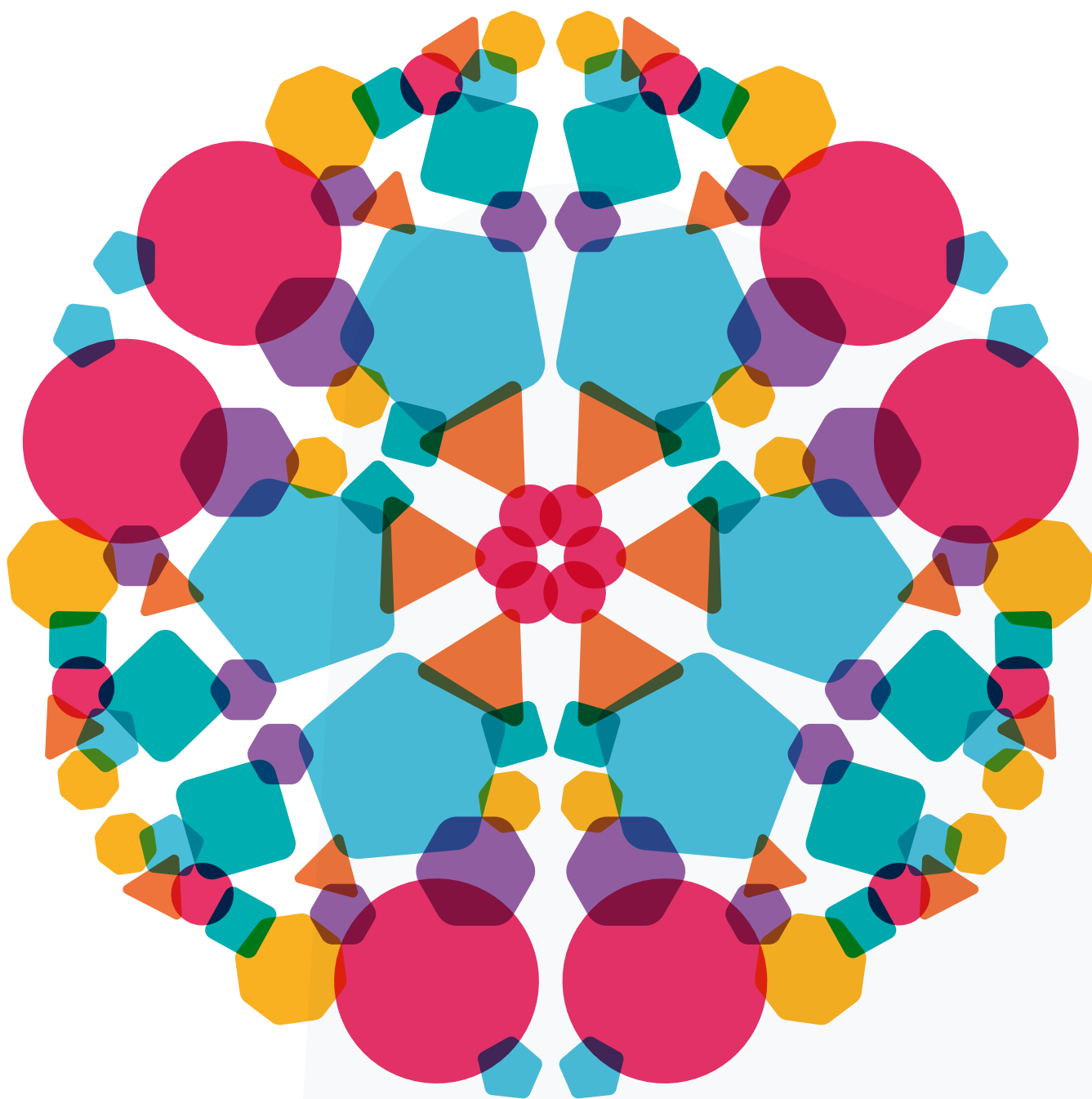
## **Future-ready**

Our students are more prepared to succeed in the world that lies ahead and have the knowledge, skills and drive to achieve any objective they set themselves. They are comfortable being challenged, acquiring new skills quickly and seeking new adventures.

## **Ambitious & self-motivated**

Our students are ambitious and want to strive for success in every aspect of their lives. They take the initiative, approaching every task with an eagerness to learn, and take ownership of their own learning with the utmost integrity.





# Introducing a curriculum for teachers and learners with a *vision*



**The Oxford International Curriculum offers a new approach to teaching and learning, placing joy at the heart of the curriculum by fostering wellbeing, educating learners to live more sustainably and developing real-world skills for students' future academic, personal and career success.**

Integrated curriculum materials, Continuing Professional Development, assessment and world-class resources build the foundations to prepare every student for academic success in OxfordAQA International GCSEs, AS and A-levels (see page 40).

Through a range of subjects, the Oxford International Curriculum offers your school a coherent and holistic approach with year-on-year progression. This spiral approach deepens students' knowledge and ensures a smooth transition across every stage of their educational journey, equipping them with the skills to shape their own future.

Through this approach, we can help your students discover the joy in learning and develop the skills they need to thrive in a changing world.

# What do you see?





# I see an *exciting pathway* through subjects and levels

The Oxford International Curriculum offers coherence, continuity and consistency to ensure a smooth transition at every stage of the educational journey, from Early Years to Year 9.

As part of the Oxford International Programme, it builds the foundations to prepare every student for academic success in OxfordAQA International GCSEs, AS and A-levels.



Primary



Lower  
Secondary



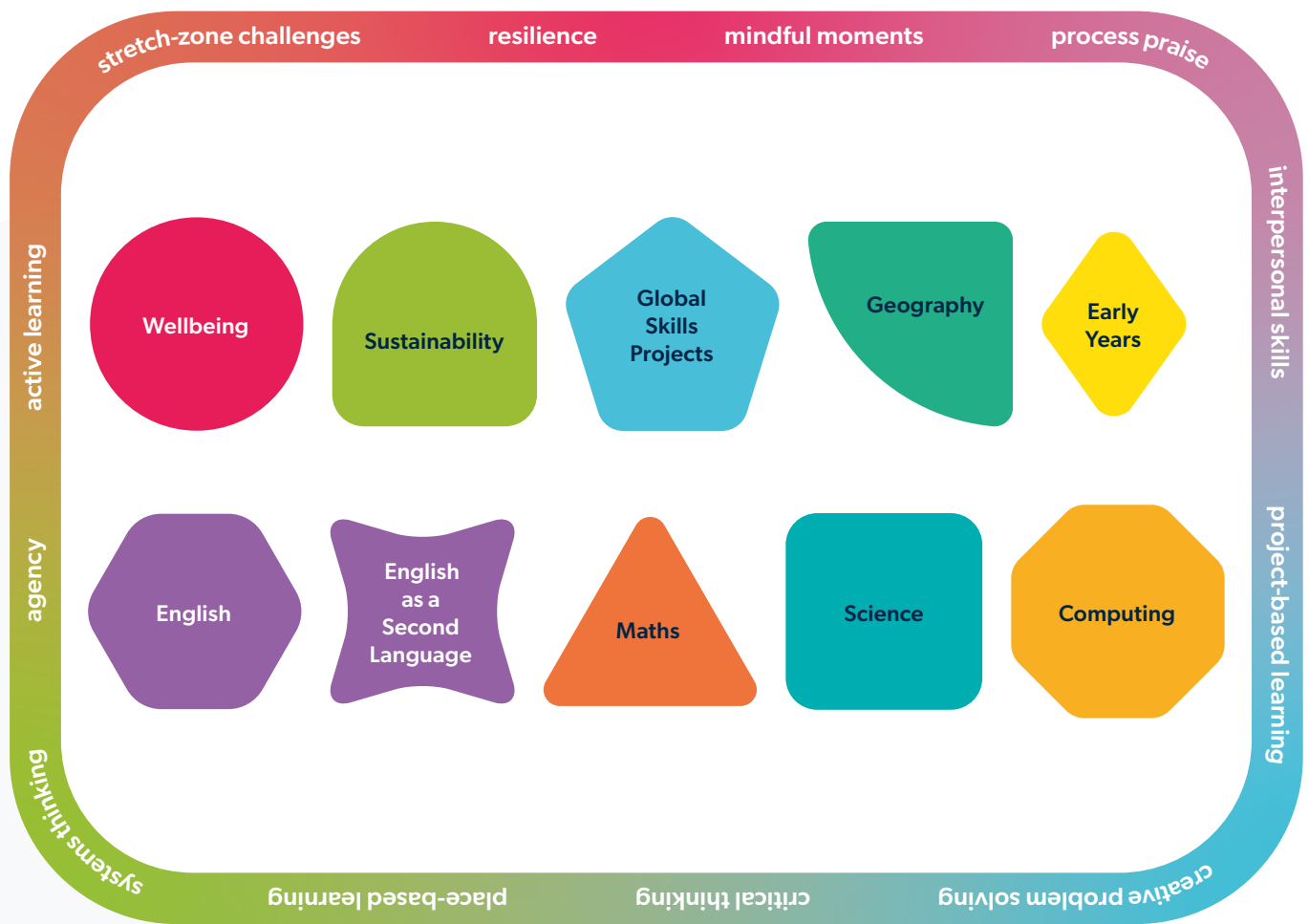
Early Years

OxfordAQA  
International GCSEs,  
AS & A-levels

## What does the Oxford International Curriculum offer you?

- A trustworthy and flexible route to equip all learners with the lifelong skills they need to fully engage with a changing world
- A structured guide to shape learning, starting with simple tasks and becoming more challenging to develop skills further
- Clear guidance on what to teach, with the flexibility to adapt it to suit students' own experiences and their local context
- Teacher support to provide the richest possible learning environment for your students

Supports the  
English National  
Curriculum



## A joy of learning through all subjects

**The Oxford International Curriculum incorporates the same approach to the joy of learning through all subjects – with Wellbeing, Sustainability and Global Skills Projects at its heart.**

**Early Years** offers a unique balance of subject-specific lessons and cross-curricular activities which meet the needs of young learners from the age of 2 – focusing on the developmental areas that matter most, at the right time.

**Wellbeing** supports the practice of healthy habits of body and mind to enhance the lives of teachers and learners.

**English** develops the spoken and written communication skills that underpin all learning, enabling students to express themselves creatively. Choose an English option to support your school's needs.

**Maths** covers the interconnected learning that deepens understanding and problem-solving skills.

**Science** encourages learners to question the world around them with a sense of excitement and curiosity.

**Computing** equips learners with the lifelong skills they need to fully engage with the digital world.

**Global Skills Projects** combines project-based and interdisciplinary learning to develop thoughtful, innovative change-makers.

**Sustainability** combines project-based and interdisciplinary learning to equip learners with the knowledge, skills and attitudes needed for a sustainable future.

**NEW Geography** empowers students to see themselves as geographers, by developing key skills through place-based learning that connects local experiences to global understanding and encourages students to seek solutions for an interconnected world.



**I see end-to-end teaching  
and learning support**

Oxford International  
Curriculum materials  
are hosted on

**Oxford**  
**OWL**

The Oxford International Curriculum offers end-to-end teaching and learning support, alongside continuing and robust Professional Development. Each comprehensive subject curriculum is composed of:

- **Learning outcomes:** a year-on-year progression of learning outcomes
- **Schemes of work:** overview and detailed schemes of work provide timetabling options by year group, and week-by-week teaching suggestions
- **Lesson planning support:** a blueprint for each lesson, ensuring coverage of specific learning outcomes
- **In-class resources:** student-facing material, such as recommended resources and worksheets, ensure engaging knowledge- and skills-rich lessons
- **Assessment:** a structured way for teachers and students to measure their progress against learning outcomes
- **Professional Development:** training that enables teachers to implement the Oxford International Curriculum with confidence.

Learning outcomes

Schemes of work

Lesson planning support

In-class resources

Assessment

Professional  
Development



# I see challenge seekers, problem solvers, next leaders

By promoting wellbeing, developing global skills and focusing on a sustainable future, the Oxford International Curriculum will prepare your students for success in an ever-changing world, giving them the springboard to achieve academically and nurturing them to shape a better future.

The Oxford International Curriculum promotes teachers' and learners' resilience, agency and self-regulation to cope in the world of tomorrow.

**This focus on wellbeing aims to promote good mental health to enhance students' lives inside and outside of the classroom. Key themes of wellbeing include:**

## Taking care of the body

Learning how keeping active and eating healthily can directly impact on positive mental health.

## Taking care of the mind

Promoting mindfulness to train students to be more optimistic and manage stress.

## Taking care of relationships

Learning how to build and maintain friendships and relationships with family, how to communicate with others more effectively, and how to connect through acts of kindness.

## Taking care of self and the world

Encouraging students to have a focus and find purpose in the world around them, helping them to aspire to be better citizens.



“

*There is strong evidence internationally that whole-school approaches to promoting wellbeing can have a positive effect on academic attainment.*

”

**Dr Ariel Lindorff**

Department of Education, Oxford University, drawing on research undertaken as part of an impact study conducted across a wide range of countries.

## Find out more

about the full  
impact study





The Oxford International Curriculum enables students to succeed by recognizing that academic performance alone is not enough to measure their ability to succeed in life – we need to prepare students for real-world situations by equipping them with the global skills needed to thrive.

**This focus on global skills aims to foster a classroom environment where students develop the skills for success:**

### **Creativity and critical thinking**

Fostering students' innate curiosity and growing their critical thinking skills and creativity to solve problems.

### **Real-world skills**

Students develop the skills necessary to successfully participate in an increasingly interconnected, fast-moving and digital world.

### **Communication and collaboration**

Students develop their written and oral communication skills for various audiences and purposes.

### **Self-development skills**

Students reflect not only on their learning and how they learn, but on who they are as ethical, rational and social beings.

The Oxford International Curriculum encourages teachers' and learners' aspirations for a better world of tomorrow by preparing them with the knowledge, skills and attitudes that will help them make the shift towards a sustainable future.

**This focus on sustainability aims to support students in building a healthy and sustainable world for future generations. Key themes of sustainability include:**

### **Living on planet Earth**

Understanding Earth's life-support systems, living sustainably, recognizing the power of limits, discovering nature-inspired solutions and caring for our local environment.

### **Taking responsibility for the difference we make**

Learning to recognize and protect the commons, monitoring change, understanding our impact, collaborating and helping each other learn.

### **Making change**

Learning to think about and change the way we think, making impactful changes, addressing root problems and understanding how everything is connected.

The Global Skills Projects and Sustainability curricula are taught through **project-based learning**. Project-based learning allows each student to engage with skills at their unique level, permitting a personalized learning experience. It is an active, enquiry-based pedagogy that allows rich interdisciplinary learning as students engage with real-life scenarios that demonstrate the relevance of skills and theories and learn valuable skills first hand.

Practical and robust CPD supports the implementation of this project-based learning approach – see pages 22–23 for more information.

# Learning outcomes

Sample content taken from the Wellbeing, Global Skills Projects and Sustainability curricula.

Comprehensive Subject Guides exist for each Oxford International Curriculum subject, covering nine years, with multiple strands/themes.

## Wellbeing

Strand	Year 1	Year 7
	<b>Students can:</b>	<b>Students can:</b>
<b>1 Taking care of the body</b>	<ul style="list-style-type: none"> <li>• <b>1.1a:</b> Understand what helps them get to sleep</li> <li>• <b>1.1b:</b> Discuss the foods they like to eat</li> <li>• <b>1.1c:</b> Move their bodies in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1a:</b> Explain how sleep affects memory and learning</li> <li>• <b>7.1b:</b> Understand how diet affects the immune system</li> <li>• <b>7.1c:</b> Recognize the body's stress signs/symptoms and what to do about it</li> </ul>
<b>2 Taking care of the mind</b>	<ul style="list-style-type: none"> <li>• <b>1.2a:</b> Start to name common feelings</li> <li>• <b>1.2b:</b> Share the activities that make them feel good</li> <li>• <b>1.2c:</b> Identify people that they trust and who help them feel safe</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.2a:</b> Understand the power of positive emotions</li> <li>• <b>7.2b:</b> Develop realistic and optimistic ways of thinking</li> <li>• <b>7.2c:</b> Pay mindful attention to the body (body scan)</li> <li>• <b>7.2d:</b> Identify role models who exhibit a growth mindset</li> </ul>
<b>3 Taking care of relationships</b>	<ul style="list-style-type: none"> <li>• <b>1.3a:</b> Understand what a family is, and explain who is in their family</li> <li>• <b>1.3b:</b> Practise taking turns and sharing in games</li> <li>• <b>1.3c:</b> Describe the qualities they like about their friends</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.3a:</b> Participate ethically in a digital world</li> <li>• <b>7.3b:</b> Explain how to be more digitally resilient</li> <li>• <b>7.3c:</b> Develop their autonomy online</li> </ul>
<b>4 Taking care of the self and the world</b>	<ul style="list-style-type: none"> <li>• <b>1.4a:</b> Discuss activities that are important to them</li> <li>• <b>1.4b:</b> List which things in life they wouldn't want to be without</li> <li>• <b>1.4c:</b> Name the natural settings they enjoy visiting</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.4a:</b> Explain the difference between pleasurable and purposeful activities</li> <li>• <b>7.4b:</b> Recognize that meaningful activities are not always pleasurable</li> <li>• <b>7.4c:</b> Experiences that have made them more resilient</li> </ul>



# Global Skills Projects

Strand	Year 1	Year 7
	Students can:	Students can:
<b>1 Creativity and critical thinking</b>	<ul style="list-style-type: none"> <li>1.1a: Solve puzzles</li> <li>1.1b: Ask questions about causes and consequences</li> <li>1.1c: Reflect on their emotional reactions to information</li> </ul>	<ul style="list-style-type: none"> <li>7.1a: Evaluate possible solutions</li> <li>7.1b: Participate in a local creative project</li> <li>7.1c: Understand the emergence of local traditions</li> </ul>
<b>2 Real-world skills</b>	<ul style="list-style-type: none"> <li>1.2a: Plan a simple individual project, such as a meal</li> <li>1.2b: Follow simple instructions, such as a simple recipe or game instructions</li> <li>1.2c: Choose a simple project to follow, such as a recipe to follow from a selection</li> </ul>	<ul style="list-style-type: none"> <li>7.2a: Be aware of project drawbacks and possible pitfalls</li> <li>7.2b: Use technology to communicate effectively</li> <li>7.2c: Evaluate and discuss different sources and their possible biases</li> </ul>
<b>3 Communication and collaboration</b>	<ul style="list-style-type: none"> <li>1.3a: Feel able to share their ideas with others and listen to their ideas</li> <li>1.3b: Notice when others are left out</li> <li>1.3c: Know how to be kind and make new friends</li> </ul>	<ul style="list-style-type: none"> <li>7.3a: Know how to debate</li> <li>7.3b: Present ideas in a creative and inspiring way</li> <li>7.3c: Understand cultural differences and how these affect communication and relationships</li> </ul>
<b>4 Self-development skills</b>	<ul style="list-style-type: none"> <li>1.4a: Participate in free play</li> <li>1.4b: Model respect and courtesy to classmates</li> <li>1.4c: Discuss likes and dislikes of certain activities</li> </ul>	<ul style="list-style-type: none"> <li>7.4a: Motivate others taking risks</li> <li>7.4b: Reflect on the human values of freedom, justice and community</li> <li>7.4c: Identify how personal actions may affect their local area</li> </ul>

# Sustainability

Strand	Year 1	Year 7
	Students can:	Students can:
<b>1 Living on planet Earth</b>	<ul style="list-style-type: none"> <li>1.1a: Describe the relationships among the different elements that support life in their community</li> <li>1.1b: Predict what happens when living things get too much or too little of what they need</li> <li>1.1c: Draw a picture of a place where all living things (including people) help each other live together</li> <li>1.1d: Plant something and give it what it needs to grow</li> </ul>	<ul style="list-style-type: none"> <li>7.1a: Explain how exceeding the natural limits of greenhouse gases is disrupting the chemical balance of life on Earth</li> <li>7.1b: Make a model to predict how their drainage basin could decrease carbon emissions and increase carbon sequestration</li> <li>7.1c: Create a map of the assets in their community that contribute to its potential</li> <li>7.1d: Debate the question: Do we need to reverse global warming? using supporting evidence from both sides of the argument</li> </ul>
<b>2 Taking responsibility for the difference we make</b>	<ul style="list-style-type: none"> <li>1.2a: Identify the commons they can care for in their classroom and define what a commons is</li> <li>1.2b: Predict what happens when agreements they make are kept, and what might happen when they are not kept</li> <li>1.2c: Describe their role and responsibility for taking care of our commons</li> <li>1.2d: Record strategies, with their classmates, that will help them remember what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>7.2a: Explain what makes the climate a commons</li> <li>7.2b: Create a data visualization tool for the changes in their local climate (a commons)</li> <li>7.2c: Create and sign a pledge to always improve their impact on their community and the world</li> <li>7.2d: Recognize the common characteristic that sustainable community initiatives share</li> </ul>
<b>3 Making change</b>	<ul style="list-style-type: none"> <li>1.3a: Recognize the effect their thinking has on their behaviour</li> <li>1.3b: Sort the materials they are given into two categories: 'made by nature' and 'made by people'</li> <li>1.3c: Understand the difference between materials that get composted, recycled, reused, and repurposed, and materials that need to be re-designed</li> <li>1.3d: Create a solution, with their classmates, to address waste in their class</li> </ul>	<ul style="list-style-type: none"> <li>7.3a: Hypothesize the mindsets that affect the debates about global warming and climate change</li> <li>7.3b: Evaluate solutions to reverse global warming, reduce its effects and adapt to climate change</li> <li>7.3c: Create a model that illustrates that climate change is a symptom of global warming</li> <li>7.3d: Describe their unique contribution to the group project working together to reverse global warming</li> </ul>

Oxford  
International  
Curriculum

English

## SCHEME OF WORK: YEAR 1

Week	Lesson title	Learning outcomes
<b>Fiction: At home</b>		
1	1.1 What is home?	1.1f: Develop their Tier 1 vocabulary, exploring the meanings and sounds of new words 1.5b: Begin to form lower-case letters and numbers 0–9 in the correct direction, starting and finishing in the right place 1.5f: Name the letters of the alphabet in order
	1.2 What happens next?	1.1c: Participate in discussion, taking turns and listening to what others say 1.4b: Understand the books they can read accurately and fluently, and those they listen to by: predicting what might happen on the basis of what has been read so far 1.4f: Understand the books they can read accurately and fluently, and those they listen to by: drawing on what they already know, or on background information and vocabulary provided by the teacher
	1.3 Retell the story	1.1a: Listen and respond appropriately to adults and other pupils 1.4e: Understand the books they can read accurately and fluently, and those they listen to by: discussing the significance of the title and events
	1.4 On, in, under or behind?	1.1a: Listen and respond appropriately to adults and other pupils 1.1f: Develop their Tier 1 vocabulary, exploring the meanings and sounds of new words
	1.5 Who said that?	1.5b: Begin to form lower-case letters and numbers 0–9 in the correct direction, starting and finishing in the right place 1.5c: Spell common exception words
2	2.1 Who said that?	1.1a: Listen and respond appropriately to adults and other pupils 1.1d: Participate in group recitations of rhymes and poems, or listen and join in with predictable phrases
	2.2 Capital letters	1.1a: Listen and respond appropriately to adults and other pupils 1.5k: Use a capital letter for names of people, places and the personal pronoun
	2.3 My lost toy story	1.1e: Use past, present and future forms when talking about events 1.5i: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 1.5j: Leave a space 1.5k: Use a capital pronoun
	2.4 Where did I look?	1.1e: Use past, present and future forms when talking about events 1.5i: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 1.5j: Leave a space 1.5k: Use a capital pronoun

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Every learning outcome is mapped onto a week-by-week, lesson-by-lesson teaching plan

Lesson titles link in to individual lesson planning support

English

## SCHEME OF WORK: YEAR 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Fiction: At home</b>		<b>Non-fiction: Show me, tell me</b>			Reflection and review	<b>Poetry: Everyday poems</b>		<b>Fiction: Make the world a better place</b>			Reflection and review
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<b>Non-fiction: Water world</b>		<b>Poetry: Creatures big and small</b>			Reflection and review	<b>Fiction: Stories about our world</b>		<b>Non-fiction: About my life</b>			Reflection and review
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
<b>Poetry: Poems that tell a story</b>		<b>Fiction and non-fiction: Space</b>			Reflection and review	<b>Fiction: Weather</b>		<b>Poetry: Out and about</b>			Reflection and review

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## SCHEME OF WORK: YEAR 7

Week	Lesson title	Learning outcomes
<b>Biological Science: Cells</b>		
1	1.1 Introduction to cells	7.1a: Explain how cells are organized in plants and animals
	1.2 Using microscopes	7.1a: Explain how cells are organized in plants and animals 7.4a: Estimate the risks to themselves and others
	1.3 Comparing animal and plant cells	7.1a: Explain how cells are organized in plants and animals 7.4c: Identify patterns in data
2	2.1 Investigating animal and plant cells	7.1a: Explain how cells are organized in plants and animals 7.4c: Identify patterns in data
	2.2 Specialized cells	7.1a: Explain how cells are organized in plants and animals 7.4d: Draw and communicate valid conclusions from investigations
	2.3 Can substances move out of cells?	7.1a: Explain how cells are organized in plants and animals 7.4d: Draw and communicate valid conclusions from investigations
3	3.1 Unicellular organisms	7.1a: Explain how cells are organized in plants and animals
	3.2 Calculating magnification	7.1a: Explain how cells are organized in plants and animals 7.4a: Estimate the risks to themselves and others
	3.3 Review and reflect: Cells	7.1a: Explain how cells are organized in plants and animals
<b>Chemical Science: Acids</b>		
4	4.1 Introduction to acids	7.2c: Describe the properties and reactions of acids 7.4a: Estimate the risks to themselves and others
	4.2 Acids all around us	7.2c: Describe the properties and reactions of acids 7.4a: Estimate the risks to themselves and others
	4.3 What is an alkali?	7.2c: Describe the properties and reactions of acids 7.4a: Estimate the risks to themselves and others
5	5.1 Using indicators	7.2c: Describe the properties and reactions of acids 7.4a: Estimate the risks to themselves and others
	5.2 The pH scale	7.2c 7.4a
	5.3 Investigating the pH scale	7.2c 7.4a 7.4c

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Available at both an overview (week-by-week) and detailed (lesson-by-lesson) level, for ease of planning

A clear structure for the delivery of the curriculum in each academic year, mapping out scope and sequence, and providing a teaching route which students can follow

## SCHEME OF WORK: YEAR 7

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Biological Science: Cells</b>			<b>Chemical Science: Acids</b>			<b>Physical Science: Forces</b>			<b>Biological Science: Body systems</b>		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<b>Physical Science: The Solar System</b>			<b>Chemical Science: Particles</b>			<b>Physical Science: Sound waves</b>			<b>Physical Science: Light</b>		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
<b>Chemical Science: Chemical reactions</b>			<b>Physical Science: Non-contact forces</b>			<b>Biological Science: Reproduction</b>					

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# Lesson planning support

Sample content taken from the English, Science and Wellbeing curricula.

Oxford  
International  
Curriculum

English

**Year 7:**  
Unit 1: Water, water

**Week 1, Lesson 1:**  
Introduction to unit

**Curriculum learning outcomes:**

- n/a (introduction to unit)

**Lesson learning objectives:**

- n/a (introduction to unit)

**Lesson summary**

Introduce the unit 'Water, water', in which students will learn about how people need, use, and feel differently about water around the world. Why is water important to us? Discuss the ways we use water each day.

**Joy of learning**

**Global Skills Projects**

**Critical thinking:** Ask students: *Do you believe that water is the most valuable resource on the planet? How is this resource under threat?*

**Wellbeing**

**Big question:** What role does water play in your daily lives? Ask students to discuss the importance of water in pairs, then feed back to the class.

**Sustainability**

**Caring for the commons:** Encourage students to understand that we all share, depend on, and are responsible for our world's water and other natural resources.

**Materials and resources**

- Oxford International Student Book 7 (Lower Secondary)* page 4
- Oxford International Teacher Guide 7 (Lower Secondary)* page 12

**Vocabulary**

n/a

**Learning review**

This is an introduction to the content of the unit. Knowledge is reviewed of the unit discussed. How they use water as importance as a global

## Lesson overviews

Available for English,  
Maths, Science, Computing  
and Geography.

Oxford  
International  
Curriculum

Science

**Year 7:**  
Biology Unit 1: Cells

**Week 4, Lesson 1:**  
Introduction to unit

**Curriculum learning outcome:**  
n/a (introduction to unit)

**Lesson learning objectives:**  
n/a (introduction to unit)

**Lesson summary**

Introduce the unit 'Cells', in which students will:

- learn about cells – the building blocks that make up all living organisms
- look at the tiny structures inside plant and animal cells, and the special jobs some cells do
- study how substances move into and out of cells by diffusion
- have lots of opportunities to use a microscope to look at cells and other small structures.

**Joy of learning**

**Wellbeing**

**6.4b: Set goals for the future:** Ask students to consider what they would like to learn more about in this unit. You can review this at the end of the unit to make sure they have covered everything. This will help to promote a love of learning science and inspire them to study further.

**Sustainability**

**Humans in a living system:** Ask students to find out the seven life processes of all living things. (These are movement, reproduction, sensitivity, nutrition, excretion, respiration, and growth.)

**Key idea**

The world can be divided into living and non-living things. Living things can breathe, move, grow, and eat.

**Materials and resources**

- Oxford International Science Student Book 7 (Lower Secondary)* rev. ed. pages 20–21
- Oxford International Science Teacher Guide 7 (Lower Secondary)* rev. ed. pages xx–xx

**Vocabulary**

cell, microscope, specialized cell, unicellular organism

**Learning review**

This is an introduction to the unit. It discusses the content of the unit. Students' existing knowledge is reviewed, and their expectations of the unit discussed.

Every lesson  
highlights the  
learning outcomes  
it covers, linking  
back to the learning  
outcomes document

Opportunities to  
link to the Wellbeing,  
Sustainability and  
Global Skills  
Projects curricula  
are highlighted

**YEAR 7: Introduction**

**Week 1:** Introduction and wellbeing survey

**Learning outcome:** Not applicable for introductory lesson

**Context**

- This is the first lesson in the Wellbeing curriculum for Year 7. It introduces students to the topics they will learn this year. The topics include: thinking positively; listening to my body; getting along online; and pleasure and purpose.
- Students will think about what they have already learned about wellbeing. They think about how they have applied the lessons to their lives. You can put the answers into a spreadsheet after the lesson. You can then see an overview of students' wellbeing. You could encourage students to set wellbeing goals for the year ahead.
- The lesson has been designed so that timings are flexible, but will take between 45 minutes and an hour to deliver this session.

**Lesson summary**

Students think about what they have learned about wellbeing. They think about how to apply the lessons to their lives. You introduce this year's topics and students complete a wellbeing survey.

**Materials and resources**

Year 7 Week 1 Wellbeing Survey  
Year 7 Wellbeing Survey  
Wellbeing Journal  
paper, pens, pencils

**Joy of Learning**

**Global Skills Projects**

- **6.4c:** Identify some personal goals

**Sustainability**

- **Observe and respond:** Students pay attention to the results of their thinking and behaviour over time

**Vocabulary**

wellbeing, positive thinking, habits, behaviour, body, mind, pleasure

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**Lesson plans**

Available for Wellbeing,  
Sustainability and  
Global Skills Projects.

**Introductory activity**

- Explain that students will be learning some new topics this year. They will learn lots to help them look after themselves, their family and their friends. The topics include:
  - Thinking positively: they will learn more about emotions, but particularly positive emotions. They will learn how to think more optimistically.
  - Listening to my body: their bodies give them clues about how they are feeling. It's important to learn to listen to those clues.
  - Getting along online: young people spend an increasing amount of time online, so they'll learn more about how to get along with others better online.
  - Pleasure and purpose: they will learn how pleasure and purpose contribute to wellbeing. Some things that are important to our happiness aren't always enjoyable.
- Divide students into pairs. Ask them to talk about wellbeing skills they have tried at home and school. You could ask them to share their ideas with the class.

**Main activity**

- Remind them that wellbeing is a skill, and it is often the small things we do regularly (our habits and behaviours) that help our wellbeing the most.
- This curriculum teaches students various wellbeing skills. When students practise these skills over time, their wellbeing may increase. Then they will feel good and do good.
- **ESD** Hand out the worksheet for Week 1 (wellbeing survey). Ask students to think about wellbeing skills they have tried out at school and home. Ask them to write these down.
- Ask students to complete the survey about their lives. Remind students to answer honestly. There are no right or wrong answers. Explain that the answers from the survey help you see how they are feeling. It helps you see if their wellbeing is getting better over time.
- **OSP** Students could set goals for wellbeing skills they want to improve this year.

**Additional task**

- Reassure students that however they feel right now is OK. Remind them that if they need to speak to someone about how they feel, they can let you know after this lesson. You can also tell students about the adults they can talk to in school. For example, a counsellor or Wellbeing lead.
- Explain that the surveys are private. They do not need to share their answers with anyone else. You could encourage them to answer in silence.

**Learning review**

- Students will remember wellbeing skills they already know. The skills will help them take care of themselves and the people around them.
- If they notice areas to improve, they can make a plan to practise those skills more.

**Differentiation**

- Work with a small guided group of students to answer the survey questions if needed.
- Some students might struggle to set wellbeing goals for the year. Use examples from the introductory activity (talking in pairs) to give students ideas, for example: *Is there somebody you could help? Who? When? How will it help?*
- As an extension task, more confident students could write wellbeing goals for the year in their Wellbeing journal.

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Worksheets  
accompany  
the Wellbeing,  
Sustainability and  
Global Skills Projects  
curricula to  
aid teaching



**I see a classroom culture  
that fosters lifelong  
learning and wellbeing**



# Project Packs

Available as part of the Oxford International Curriculum, Project Packs for the Sustainability and Global Skills Projects curricula are designed to guide students through the process of creating a project, providing a structure within which they can express their creativity and solve real-world problems.

Oxford International Curriculum

EXPLORE

**Who cares for the commons?**  
We are all responsible for caring for our commons.

Listen to the story and look at the pictures.




16

Sustainability

Lesson 6 Our responsibilities




What happened when everyone started to care for their commons?  
List two of your classroom responsibilities. Draw a picture of your role in the classroom.

Oxford International Curriculum

Sustainability  
For pilot review purposes only.

**Student Project Pack**

Caring for our commons

**Year 1**

OXFORD

Oxford International Curriculum

Global Skills Projects

INVESTIGATE

**Research notes**  
Use this space to write down what you find out.

Source	Information found	Reflections
	What did you find?	What do you think?

Oxford International Curriculum

Global Skills Projects

**Student Project Pack**

Improving the way we access and use water

**Year 7**

OXFORD

Oxford International Curriculum

Global Skills Projects

INVESTIGATE

Comparing water consumption in 2010 vs. 2050



Average number of deaths per year, 1980–2015



Source: PBS, Netherlands Environmental Assessment Agency

**Think global**

- How many people in the world lack access to clean water?
- What effect does a lack of access to clean water have on people's lives?
- How do people survive without access to clean water?

**Think local**

- How many people in your country lack access to clean water?
- Where does your community get its water?
- Is your community's access to water sustainable? Can it continue, with no problem, into the future, or will water run out or become too polluted to use?
- Does everyone in your country access water in the same way?

**Self-assessment** 7.4b

I understand how a lack of access to clean water can affect people's freedom.

☆☆☆☆☆

# I see teachers who are *better equipped* to succeed in a changing world

## Continuing Professional Development

A robust professional learning and development programme is an integral part of the Oxford International Curriculum.

- Tailored to the unique needs of international schools, empowering educators to implement the curriculum effectively and adopt impactful teaching strategies.
- A comprehensive, research-based programme with pathways for Early Years, Primary, Lower Secondary and School Leaders
- Earn digital badges and certificates as you progress, showcasing your commitment to professional growth and lifelong learning

Flexible learning  
formats for  
busy educators

## What we offer

Whole-school Implementation Training	Self-Access e-Learning Modules	Exclusive Webinars and Workshops	Annual Conferences and Events
3-hour workshop (online or blended)	45 minutes per module (online via LMS)	1-hour sessions (live and on demand)	Full-day or multi-day events
Kickstart your curriculum journey with foundational training	Learn at your own pace with engaging, self-directed content	Gain insights from curriculum experts and apply key strategies	Share best practices and connect with a global community







#### **The Oxford International Curriculum Framework**

Explore the comprehensive structure of the curriculum and its implementation

#### **Approaches to teaching and learning**

Engage with innovative and evidence-informed pedagogies to facilitate learning across the curriculum

#### **Wellbeing in the classroom**

Embed strategies to promote wellbeing and improve educational outcomes

#### **Project-based learning and skills development**

Facilitate the development of global skills through real-world relevance and project-based learning

#### **Assessment literacy**

Apply effective assessment methods to measure and support student progress

#### **Subject-specific Professional Development**

Enhance your teaching practice through targeted training tailored to your specific subject area

#### **Early Years development**

Support growth and development through play-based and child-centred approaches

#### **Educating for sustainability**

Integrate sustainability principles and place-based learning into teaching practices

#### **Leadership and development**

Strengthen leadership skills to drive change and guide a whole-school approach



# I see steady progression and sound preparation

## Assessment

**Oxford International Curriculum assessment provides a structured way for teachers and students to measure progress against learning outcomes. It offers fair testing for EAL learners, preparing every student for academic success in International GCSEs, AS and A-levels.**

The underlying structure of the curriculum has a spiral development model. Skills areas are revisited each year at higher levels of complexity and depth to build on previous achievement, making it easier for students to develop and giving coherence and structure to the learning journey.

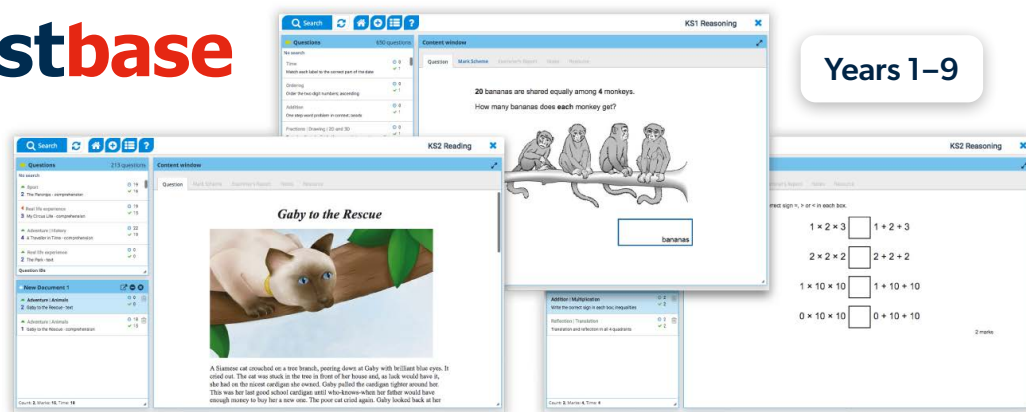
Comprehensive assessment criteria provides the teacher with a sound framework to acknowledge the achievement of struggling students, as well as offering a route to exceptional achievement for students who wish to move more quickly and extend their skills and understanding.

## Formative assessment

Create bespoke quizzes and tests using Testbase, an online test-maker tool, for ongoing, continuous assessment for learning. In addition, built-in projects can be used for certain subjects to meet all your formative assessment needs.

Spend less time preparing assessments and more time teaching. Get access to Testbase with the Oxford International Curriculum and tailor assessment to support the needs of you and your students.

# testbase



Years 1–9

## Summative assessment

Year-end tests and practical project papers (where applicable) serve to help teachers assess a student's achievement over the course of any full year.

Hosted on OxfordOwl, find Years 3–9 summative assessments for English, English as a Second Language, Maths, Science and Computing. Geography tests for Years 3–6 coming soon (due end of 2026).

# Oxford OWL

Oxford International Curriculum

End of Year Test

## English

### Year 3: Paper 1

Name

Class name

Teacher's name

Date

Marks	
Paper 1	<input type="text"/> /24
Paper 2	<input type="text"/> /20
Total score	<input type="text"/> /44

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Years 3–9

Oxford International Curriculum

Year 3: End of Year Test: English

Instructions: You have 45 minutes to complete this test. All the questions have 1 mark.

Read Text 1 and answer questions 1–7.

**Text 1**

**Spiders are amazing!**  
Spiders live all over the world. They have lived on the Earth for millions of years.

Spiders have eight legs. Most spiders have six or eight eyes but spiders that live in dark places have no eyes at all.

**How big are spiders?**  
The biggest spider is the Goliath bird-eating spider (although they don't really eat birds). These spiders can grow bigger than a person's hand. The smallest spiders are Samois moss spiders. They are smaller than a full stop.

**Questions**

1. What does 'amazing' mean? Tick one.

A big ☐

B scary ☐

C surprising ☐

D fast ☐

2. Where do spiders live?

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# Assessment frameworks

Sample content taken from the Maths and Computing curricula.

Oxford International Curriculum

Maths

### ASSESSMENT FRAMEWORK: YEAR 1

Our assessment framework provides a structured way for teachers and students to measure their progress against the learning outcomes. It provides measurable and unambiguous criteria against each learning outcome. These criteria describe how teachers can confirm that students have achieved the outcomes set out in the curriculum.

Each lesson plan focuses on a particular learning outcome, highlights the competency-based assessment rubric, and gives advice on how to conduct formative assessment for that learning outcome. This document includes the assessment criteria that teachers can use to give constructive feedback to students during and after the lesson.

Students can be assessed at one of three levels:

- **Developing:** The student has made some progress but has not yet achieved the learning outcome.
- **Secure:** The student has fully achieved the learning outcome.
- **Extending:** The student has exceeded the learning outcome and achieved additional skills or deeper understanding beyond those specified.

These criteria allow the teacher to acknowledge the achievement of all students including those with additional learning needs. They provide a sound framework to confirm that the whole class has reached mastery of the universal learning outcomes. They also provide a route to exceptional achievement for students who wish to move more quickly and extend their skills and understanding.

Measurable and unambiguous assessment criteria linked to every learning outcome in the curriculum

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ASSESSMENT FRAMEWORK: YEAR 1			
Learning outcome	Developing	Secure	Extending
<b>1 Number</b>			
1.1a: Count to 50, forwards and backwards	The student can count forwards and backwards to 10.	The student can count forwards and backwards to 50.	The student can use their understanding of counting forwards and backward to 50 to identify missing numbers on grids and number lines.
1.1b: Count in multiples of 2, 5, 10 and other small multiples	The student can count to 10 in multiples of 2.	The student can count to 50 in multiples of 2, 5, 10, and other small multiples.	The student can use their understanding of the patterning when counting in 2s, 5s, and 10s to predict numbers in the sequence and identify missing numbers.
1.1c: Read and write numbers to 50 in numerals and to 20 in words	The student can read and write numbers to 10 in numerals and in words.	The student can read and write numbers to 50 in numerals and to 20 in words.	The student can read and write numbers in their work across the curriculum.
1.1d: Compare numbers and quantities to 50, including the use of pictorial representations	The student can compare numbers and quantities to 10 using objects and pictorial representations.	The student can compare numbers and quantities to 50 using objects and pictorial representations.	The student can use their understanding of the size of numbers to solve problems and apply reasoning to comparing numbers.
1.1e: Identify one greater/fewer than any number of objects to 50	The student can identify one greater/fewer than any number to 10.	The student can identify one greater/fewer than any number to 50.	The student can apply their understanding of 1 more or 1 less/fewer to solving simple problems and calculations.
1.1f: Find one more or less than a given number	The student can, with support, find one more or less than a given number.	The student can find one more or less than a given number.	Students can apply patterning to calculating one more or less, and apply to problem solving.

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## ASSESSMENT FRAMEWORK: YEAR 9

Our assessment framework provides a structured way for teachers and students to measure their progress against the learning outcomes. It provides measurable and unambiguous criteria against each learning outcome. These criteria describe how teachers can confirm that students have achieved the outcomes set out in the curriculum.

Each lesson plan focuses on a particular learning outcome, highlights the competency-based assessment rubric, and gives advice on how to conduct formative assessment for that learning outcome. This document includes the assessment criteria that teachers can use to give constructive feedback to students during and after the lesson.

Students can be assessed at one of three levels:

- **Developing:** The student has made some progress but has not yet achieved the learning outcome.
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- **Extending:** The student has exceeded the learning outcome and achieved additional skills or deeper understanding beyond those specified.

These criteria allow the teacher to acknowledge the achievement of all students including those with additional learning needs. They provide a sound framework to confirm that the whole class has reached mastery of the universal learning outcomes. They also provide a route to exceptional achievement for students who wish to move more quickly and extend their skills and understanding.

### Introduction

The learning outcomes in Year 9 provide a solid foundation for students who wish to move on to computing qualifications such as International GCSE Computer Science. For students who do not wish to specialize, Year 9 will ensure that they have a good understanding of what computers are, what they can do and how we use technology to shape our world. Students should conclude the year as active users rather than passive consumers of the products of technology.

Learning in Year 9 should be enjoyable, creative and fulfilling. Students will explore how to model a real-life system. They will explore innovative technology and become confident and capable at using computers, whatever their level of skill.

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## ASSESSMENT FRAMEWORK: YEAR 9

Learning outcome	Developing	Secure	Extending
<b>1 Programming and computational thinking</b>			
<b>9.1a: Design an abstract model based on a real-world system</b>	The student identifies some values used in an abstract model.	The student creates an abstract model by identifying how values are altered or processed.	The student evaluates some of the advantages and limitations of a model.
<b>9.1b: Use a program to find solutions to a real-world problem</b>	The student enters values into a model and notes the results.	The student creates a program to match an abstract model. The student uses a model to create useful results.	The student changes the inputs to a model and evaluates the effects.
<b>9.1c: Describe some computational techniques that enable artificial intelligence (AI)</b>	The student can describe what AI means and some of its uses or potential uses.	The student can describe computational techniques used to develop AI systems (for example, heuristics, pattern matching, data mining, expert systems and learning).	The student can evaluate computational techniques (for example, their uses and limitations as techniques for AI development).

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Aligned to the requirements of examination syllabi, including OxfordAQA's International GCSEs, AS and A-levels

End-of-year tests help teachers assess students' achievement over the course of any full year

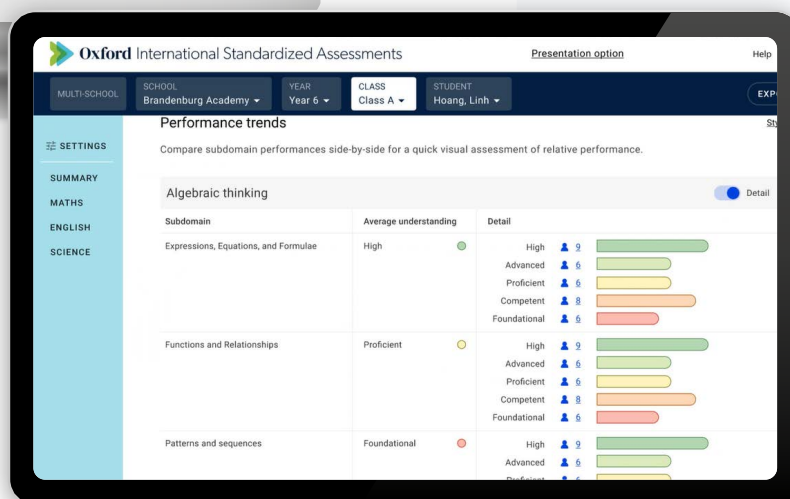
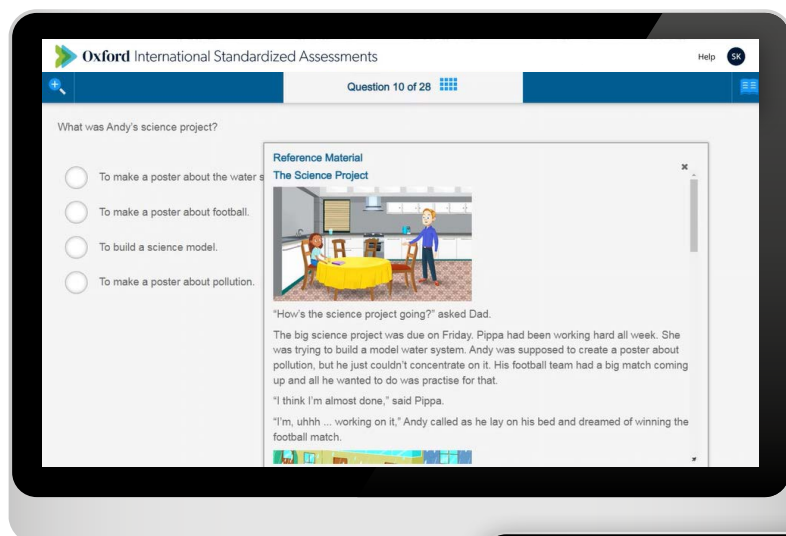


NEW

# Trusted insight. *Smarter decisions.*

The Oxford International Standardized Assessments are a new series of digital assessments designed to provide a standardized measure of learner attainment in English or English as a Second Language (ESL), mathematics and science at the end of Primary (Year 6) and Lower Secondary (Year 9) – key transition points in the learner journey.

With an engaging, learner-driven digital design, the assessments offer comprehensive reports, giving teachers and test-takers valuable insights into learning within each area of the curriculum – and providing teachers with the insights they need to make confident, data-informed decisions.



Product design, features and functionality may be subject to change before March 2026.



### Trusted and aligned

- **Endorsed and certificated by the University of Oxford** reflecting alignment with the university's rigorous academic standards and expectations
- **Fully aligned to the Oxford International Curriculum.** Also supports the English National Curriculum
- **Expert-authored** assessment frameworks and tests ensure high-quality assessment through a range of engaging and interactive questions



### Insightful and actionable reporting

- **Make confident, data-informed decisions** with digital, interactive reporting that can be accessed at any time and provides detailed insights for leadership and teachers that can be shared with students and parents
- **Track progress with global benchmarks.** Compare student performance year-on-year and across international contexts using standardized content, scoring and administration. All results are benchmarked against the Oxford International Standardized Assessment scales, giving you a reliable, consistent measure of attainment over time
- **Rapid results return.** Access reporting shortly after completion to enable timely support for your students



### Flexible and accessible

- **Flexible test window** to suit your local needs
- **Build test-taking confidence** through our familiarization test – ensuring that students new to digital assessments can concentrate on the subject matter during the actual assessment, rather than being distracted by the unfamiliarity of the digital format



### Future-ready

- **Deeper insights into writing skills** through an extended writing paper, marked by external experts
- **Prepare students for the future**, familiarizing learners with digital assessment as more exam boards and universities move towards this format

Endorsed and certificated by

DEPARTMENT FOR  
CONTINUING  
EDUCATION



Find out more

# Recommended resources



Oxford  
International  
Resources

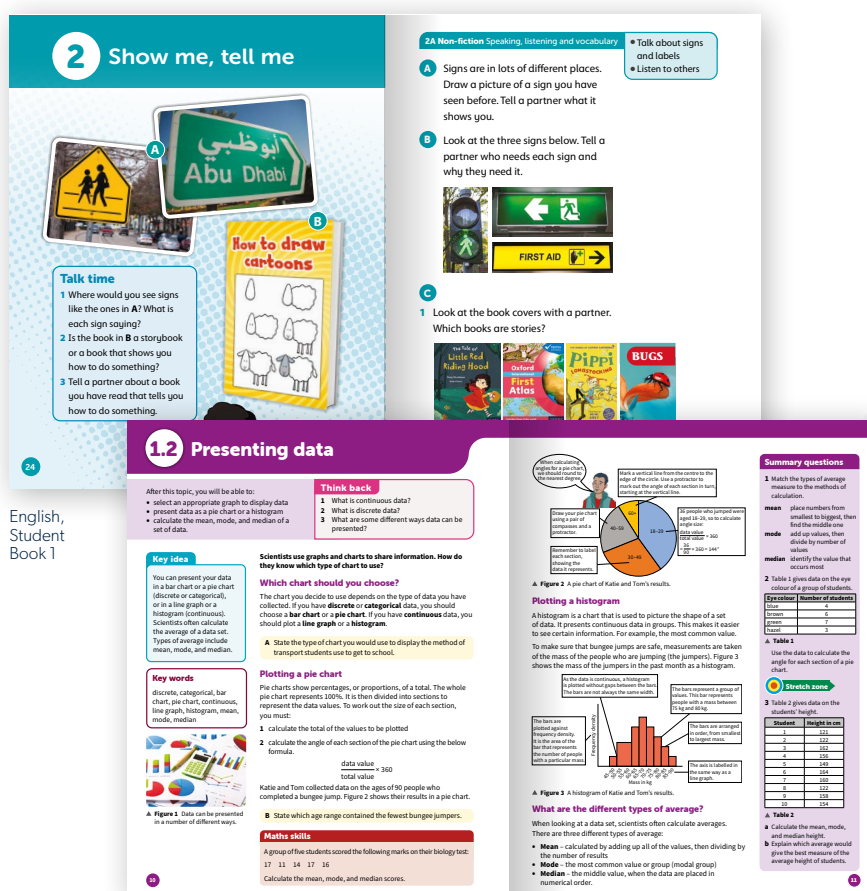
Teach using world-class Oxford University Press resources in all core subjects.

Recommended resources are signposted within the lesson plans.

## Student Books

- Resources have an international focus, with global examples and culturally appropriate content, making them suitable for schools around the world
- A structured approach, with year-on-year progression through all levels of the course, teaching students the skills they need with a focus on relevance and real-world application
- Language support helps EAL learners access the material and develop a fluency in subject terminology

Digital inspection  
copies available



Science, Student Book 8

## International Professional Development

### Connect with the best ideas, advice and online training

From in-school training courses to online training videos, practical reports and bespoke consultancy, we work with our authors and leading experts to develop the most suitable Professional Development options for your school.





## Practice Books

- Provide additional practice in the classroom or at home
- Engage learners and promote independent thinking through relevant and fun activities
- Reinforce and consolidate learning – building confidence
- Support teachers to evaluate students' progress

**2 Taking care of the mind: Being flexible**

### 2A My resilience research


What did you find out about resilience? Write your ideas in the bubbles.

What does 'resilience' mean to you?

What do you already do to develop resilience?

What can you do to develop more resilience?

What do you already do to develop resilience?




**2 Taking care of the mind: Being flexible**


### 2B Flexible thinking

Look at the ABC model, then do the group task.


A: Adversity  
(a challenging event)



B: Beliefs  
(thoughts)



C: Consequences  
(feelings and behaviours)



**Choose a challenging event to talk about.**

You send a message to a friend and do not get a reply.

You are not chosen to play in the school sports team.

The teacher sends you out of class and you do not know why.

A friend gives out party invitations. You have not got one.

**Talk and write about the event in your group.**

- What thoughts (beliefs) might somebody have in this situation? Can everyone in the group suggest a different thought?
- What might the consequences be of these thoughts? Talk about the feelings and behaviour the thoughts could cause.
- Remember to talk about more than one perspective (different thoughts, feelings and behaviour that someone might have).
- Write your ideas in the table on the next page.
- Do the same with the other events.

Wellbeing, Activity Book 6

**2 Show me, tell me**

**Learning objectives (p24)**

- SL Demonstrate some awareness of letters by using and reacting to non-verbal communication.
- SL Take turns in speaking when participating in discussions, listening to what others say.
- SL Participate in discussions, taking turns, listening attentively, and responding to what others say.
- SL Talk clearly enough to be heard by friends, teachers and known adults.
- SL Know how texts can be different, e.g. containing images, photographs, diagrams.
- SL Link what is read or heard to own experiences.

**Before the lesson**

- Gather pictures of signs to show with the class. Include some signs with text and others with just pictures.
- Try to include a variety of different signs, warning signs and information signs.
- Choose a selection of fiction and non-fiction books to bring to class. Include non-fiction books which have photos, diagrams and images.

**During the lesson**

- Put the board a selection of the pictures of signs that you have collected for the class.
- Ask: What are these signs?
- Ask: Where might you see them? What do the different signs mean? What other signs have you seen?
- Explain to students that signs give us information.
- Tell the students that the text title is 'Show me, tell me'.
- Ask: What is different about the two signs? (One has no words).
- Explain that some signs use words to give information and some use pictures.

**After the lesson**

- Ask: What is the story about? (The story is about a boy who is lost and needs to find his way home).
- Ask: What is the story about? (The story is about a boy who is lost and needs to find his way home).
- Ask: What is the story about? (The story is about a boy who is lost and needs to find his way home).

**2A Non-fiction Speaking, listening and vocabulary**

**Learning objectives (p25)**

- SL Demonstrate some awareness of letters by using and reacting to non-verbal communication.
- SL Take turns in speaking when participating in discussions, listening to what others say.
- SL Talk clearly enough to be heard by friends, teachers and known adults.
- SL Read simple words in books about and use pictures to help read out unknown words.
- SL Begin to understand that written words in sentences have meaning.
- SL Know how texts can be different, e.g. containing images, photographs, diagrams.

**During the lesson**

- Ask: What is the story about? (The story is about a boy who is lost and needs to find his way home).
- Ask: What is the story about? (The story is about a boy who is lost and needs to find his way home).
- Ask: What is the story about? (The story is about a boy who is lost and needs to find his way home).

**After the lesson**

- Ask: What is the story about? (The story is about a boy who is lost and needs to find his way home).
- Ask: What is the story about? (The story is about a boy who is lost and needs to find his way home).
- Ask: What is the story about? (The story is about a boy who is lost and needs to find his way home).

## Teacher's Guides

- Make the content accessible for all teachers, whether subject specialists or not
- Offer guidance, activities and differentiation to ensure lessons are relevant and clear to all students

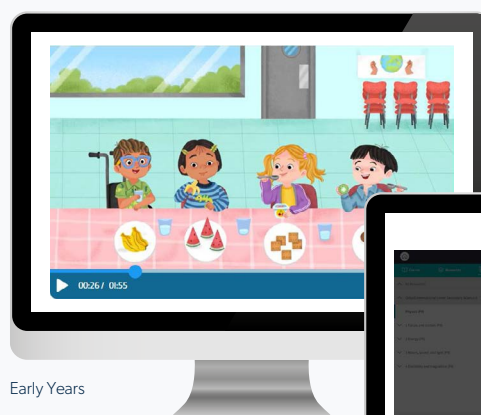
English, Teacher's Guide 1

Oxford **OWL**

## Digital Subscriptions

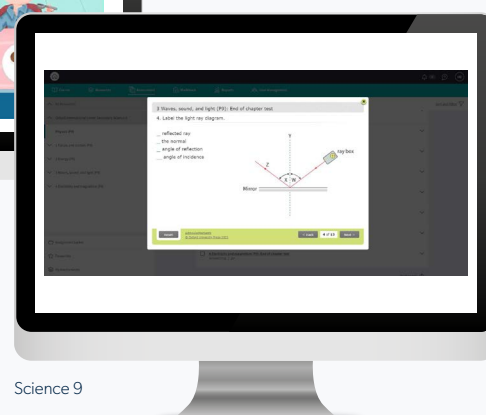
- Interactive ebooks support front-of-class or online teaching
- Include a wealth of resources to help teachers track and evaluate students' progress against key learning outcomes

Free trials available



Early Years

kerboodle



Science 9

# Early Years

## Core resources

High-quality texts are used throughout the Oxford International Curriculum Early Years lesson plans. These are a mixture of fiction and non-fiction to support early literacy skills and engage young children with concepts in science and understanding the world.



Picture Books



**Find out more**

View our full list of Early Years resources

## Oxford Reading Tree

- **inFact:** Phonically based non-fiction books that tell a story. The books are aligned to Letters & Sounds, with a limited number of non-decodable topic words to develop vocabulary and comprehension
- **Explore with Biff, Chip and Kipper:** Topic-linked fiction and non-fiction books to support the wider curriculum. Aligned to Letters & Sounds, with a limited number of non-decodable topic words to develop vocabulary and comprehension
- **Word Sparks:** Fully decodable books that boost children's vocabulary, aligned to Letters & Sounds. Using the world's largest known database of writing for and by children, 300 ambitious words are incorporated to help children succeed in school
- **Traditional Tales:** Timeless stories from around the world. Fully decodable with clear phonic progression to support the development of essential reading skills



**Free support** on Oxford Owl, including literacy guidance, teaching notes, videos and more!

## Wellbeing

Some of the titles in our lesson plans will also serve as a good foundation for teaching wellbeing in Primary, introducing children to key themes such as feelings and friendship, and physical and mental wellbeing.

Featuring the **Big Words for Little People** series, with empowering words that help children to express their emotions; and Jon Burgerman's colourfully illustrated **Everybody Worries**, **Everybody has Feelings** and **Everybody has a Body**.



## Floppy's Phonics

**To teach reading we recommend that you use a systematic synthetic phonics programme such as Floppy's Phonics.**

- **Floppy's Phonics** is a flexible, easy-to-use synthetic phonics teaching programme that engages children from the outset and enables them to learn to read quickly
- Phonics is taught using print resources and the Floppy's Phonics Online subscription, which provides front-of-class interactive lessons with pronunciation support, songs and actions, planning guidance and assessment



# Supporting resources

## Oxford International Early Years

**An Early Years play-based learning programme to prepare children for primary education**

- Across six Activity Books, students discover the joy of learning maths, English and science through play-based topics that stimulate their curiosity
- 'At home' feature supports parents and carers to extend the learning experience outside the classroom
- A digital subscription is available, providing access to ebooks, animations, audio and teacher support

Activity Book 1 .....	978 138 203258 2
Activity Book 2 .....	978 138 203259 9
Activity Book 3 .....	978 138 203260 5
Activity Book 4 .....	978 138 203262 9
Activity Book 5 .....	978 138 203263 6
Activity Book 6 .....	978 138 203264 3
Activity Books – Foundation Stage 1 Pack .....	978 138 203257 5

Activity Books – Foundation Stage 2 Pack .....	978 138 203261 2
Teacher's Guide .....	978 138 203265 0

Online subscription available



**New to play-based learning?  
Ask us about our  
Early Years PD**



## Numicon

**Resources that help develop strong foundational teaching and learning in maths for children aged 3–5**

- Numicon Firm Foundations is a programme that offers comprehensive and varied play-based maths activities that build strong foundational learning
- Supported by a digital subscription that brings all your resources together in one place, including an online version of the Firm Foundations Teaching Handbook, seaside book and songs

Numicon Firm Foundations .....	978 138 201950 7
Numicon Firm Foundations Starter Apparatus Pack .....	978 138 202921 6
Numicon: 1st Steps with Numicon in the Nursery – Teaching Guide .....	978 095 539499 7

Numicon: 1st Steps with Numicon in the Nursery pack (includes Teaching Guide) .....	978 019 848690 9
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Online subscription available



# Primary and Lower Secondary

## Oxford International Wellbeing

Equipping and preparing young learners to better thrive in life

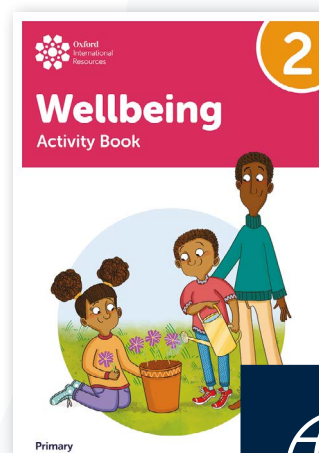
- A joyful approach to teaching and learning the science of wellbeing, developing skills to manage stress, strengthen resilience and foster growth mindsets
- Based on an international curriculum for wellbeing that uses a positive education approach to deepen learning and better prepare children for the future

### Primary

Activity Book 1 .....	978 138 203612 2
Activity Book 2 .....	978 138 203613 9
Activity Book 3 .....	978 138 203614 6
Activity Book 4 .....	978 138 203615 3
Activity Book 5 .....	978 138 203616 0
Activity Book 6 .....	978 138 203617 7
Teacher's Guide 1 .....	978 138 203618 4
Teacher's Guide 2 .....	978 138 203619 1
Teacher's Guide 3 .....	978 138 203620 7
Teacher's Guide 4 .....	978 138 203621 4
Teacher's Guide 5 .....	978 138 203622 1
Teacher's Guide 6 .....	978 138 203623 8

### Lower Secondary

Activity Book 7 .....	978 138 204051 8
Activity Book 8 .....	978 138 204052 5
Activity Book 9 .....	978 138 204053 2
Teacher's Guide 7 .....	978 138 204054 9
Teacher's Guide 8 .....	978 138 204055 6
Teacher's Guide 9 .....	978 138 204056 3



## Oxford International Sustainability

NEW

Educating for a sustainable future

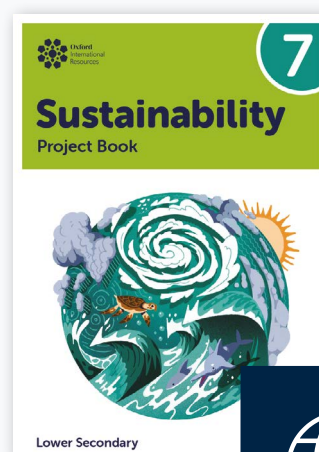
- An uplifting and inspiring approach that equips students to grapple with the challenges that characterize the shift towards a sustainable future, while strengthening connections to their local community and to nature
- Based on our international curriculum for sustainability – designed to enable students to feel empowered to make a difference

### Primary

Project Book 1 .....	978 138 204754 8
Project Book 2 .....	978 138 204755 5
Project Book 3 .....	978 138 204756 2
Project Book 4 .....	978 138 204757 9
Project Book 5 .....	978 138 204758 6
Project Book 6 .....	978 138 204759 3
Teacher's Guide 1 .....	978 138 204760 9
Teacher's Guide 2 .....	978 138 204761 6
Teacher's Guide 3 .....	978 138 204762 3
Teacher's Guide 4 .....	978 138 204763 0
Teacher's Guide 5 .....	978 138 204764 7
Teacher's Guide 6 .....	978 138 204765 4

### Lower Secondary

Project Book 7 .....	978 138 204748 7
Project Book 8 .....	978 138 204749 4
Project Book 9 .....	978 138 204750 0
Teacher's Guide 7 .....	978 138 204751 7
Teacher's Guide 8 .....	978 138 204752 4
Teacher's Guide 9 .....	978 138 204753 1





# Oxford International Maths

NEW  
LEVELS  
7–9

Encourage students to unlock their potential as mathematicians

- A problem-solving approach encourages students to actively explore new mathematical concepts
- Deeper learning is promoted through using manipulatives as well as pictorial and abstract representations

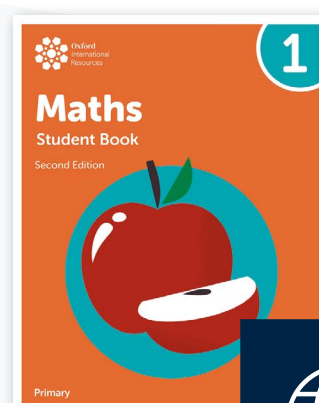
## Primary

Student Book 1	978 138 200666 8
Student Book 2	978 138 200667 5
Student Book 3	978 138 200668 2
Student Book 4	978 138 200669 9
Student Book 5	978 138 200670 5
Student Book 6	978 138 200671 2
Practice Book 1	978 138 200672 9
Practice Book 2	978 138 200673 6
Practice Book 3	978 138 200674 3
Practice Book 4	978 138 200675 0
Practice Book 5	978 138 200676 7
Practice Book 6	978 138 200677 4
Teacher's Guide 1	978 138 201726 8
Teacher's Guide 2	978 138 201727 5
Teacher's Guide 3	978 138 201728 2
Teacher's Guide 4	978 138 201729 9
Teacher's Guide 5	978 138 201730 5
Teacher's Guide 6	978 138 201731 2

## Lower Secondary

Student Book 7	978 138 204545 2
Student Book 8	978 138 204546 9
Student Book 9	978 138 204547 6
Teacher's Guide 7	978 138 204548 3
Teacher's Guide 8	978 138 204549 0
Teacher's Guide 9	978 138 204550 6

Online subscriptions available



# Oxford International Computing

NEW  
EDITION

Teaching vital computing skills for today's digital world

- Focuses on key computing skills, such as working with text and data, image editing, logic and programming, plus greater coverage of future-facing concepts such as AI and machine learning, VR, the metaverse and robotics
- Assists students (and teachers!) with important everyday computing skills, such as how to use the internet safely, be responsible on social media, and assess which sources are trustworthy and credible with an added focus on ethics and child safety

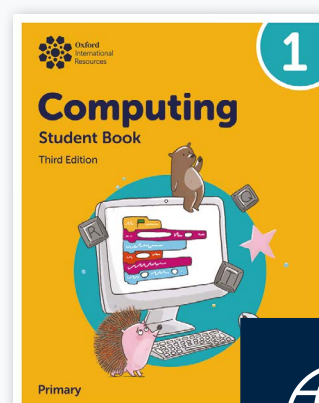
## Primary

Student Book 1	978 138 204732 6
Student Book 2	978 138 204733 3
Student Book 3	978 138 204734 0
Student Book 4	978 138 204735 7
Student Book 5	978 138 204736 4
Student Book 6	978 138 204737 1
Teacher's Guide 1	978 138 204742 5
Teacher's Guide 2	978 138 204743 2
Teacher's Guide 3	978 138 204744 9
Teacher's Guide 4	978 138 204745 6
Teacher's Guide 5	978 138 204746 3
Teacher's Guide 6	978 138 204747 0

## Lower Secondary

Student Book 7	978 138 204723 4
Student Book 8	978 138 204724 1
Student Book 9	978 138 204725 8
Teacher's Guide 7	978 138 204729 6
Teacher's Guide 8	978 138 204730 2
Teacher's Guide 9	978 138 204731 9

Online subscriptions available



# Oxford International English

## Develop confident and effective communicators

- Inspiring, culturally diverse content and practical language support to build vocabulary and grammar
- A strong focus on wellbeing and collaboration puts every child at the heart of the learning experience

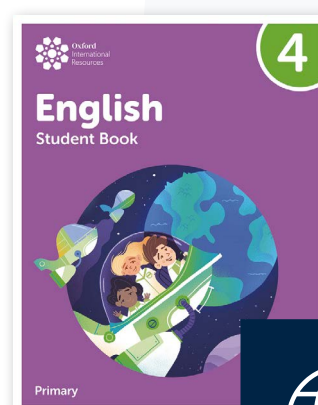
### Primary

Student Book 1	978 138 201979 8
Student Book 2	978 138 201981 1
Student Book 3	978 138 201983 5
Student Book 4	978 138 201985 9
Student Book 5	978 138 201987 3
Student Book 6	978 138 201989 7
Teacher's Guide 1	978 138 201991 0
Teacher's Guide 2	978 138 201993 4
Teacher's Guide 3	978 138 201995 8
Teacher's Guide 4	978 138 201997 2
Teacher's Guide 5	978 138 201999 6
Teacher's Guide 6	978 138 202001 5
Workbook 1	978 138 202003 9
Workbook 2	978 138 202005 3
Workbook 3	978 138 202007 7
Workbook 4	978 138 202009 1
Workbook 5	978 138 202011 4
Workbook 6	978 138 202013 8

### Lower Secondary

Student Book 7	978 138 203599 6
Student Book 8	978 138 203600 9
Student Book 9	978 138 203601 6
Workbook 7	978 138 203605 4
Workbook 8	978 138 203606 1
Workbook 9	978 138 203607 8
Teacher's Guide 7	978 138 203602 3
Teacher's Guide 8	978 138 203603 0
Teacher's Guide 9	978 138 203604 7

Online subscriptions available



# Oxford International Science

LEVELS  
7–9  
REVISED  
EDITION

## Teach students the skills needed to become confident scientists

- A focus on scientific enquiry and global skills encourages learner agency and active collaboration
- Students learn to think creatively through answering big questions and making connections to real-life situations

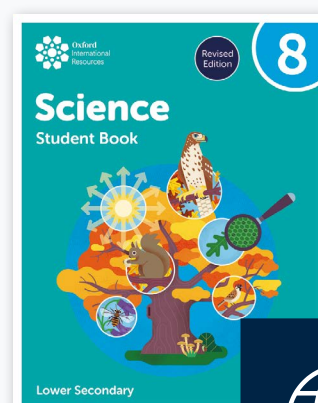
### Primary

Student Book 1	978 138 200654 5
Student Book 2	978 138 200655 2
Student Book 3	978 138 200656 9
Student Book 4	978 138 200657 6
Student Book 5	978 138 200658 3
Student Book 6	978 138 200659 0
Workbook 1	978 138 200660 6
Workbook 2	978 138 200661 3
Workbook 3	978 138 200662 0
Workbook 4	978 138 200663 7
Workbook 5	978 138 200664 4
Workbook 6	978 138 200665 1
Teacher's Guide 1	978 138 201732 9
Teacher's Guide 2	978 138 201733 6
Teacher's Guide 3	978 138 201734 3
Teacher's Guide 4	978 138 201735 0
Teacher's Guide 5	978 138 201736 7
Teacher's Guide 6	978 138 201737 4

### Lower Secondary

Student Book 7	978 138 206382 1
Student Book 8	978 138 206383 8
Student Book 9	978 138 206384 5
Teacher's Guide 7	978 138 206385 2
Teacher's Guide 8	978 138 206386 9
Teacher's Guide 9	978 138 206387 6

Online subscriptions available



# Oxford International Geography

NEW

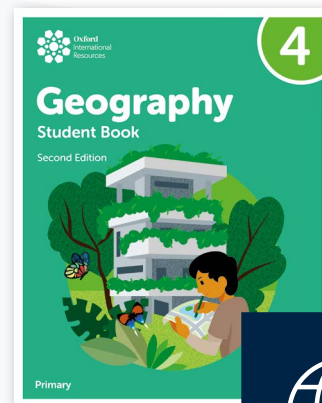
Inspiring young geographers to explore and understand their world

- Empowers students to see themselves as geographers – developing key skills through place-based learning that connects local experiences to global understanding
- Explores geography through the lens of sustainability, with cross-curricular links, case studies from around the world, and activities supporting agency and oracy

## Primary

<b>Student Book 1</b> .....	978 138 207263 2	<b>Workbook 4</b> .....	978 138 207274 8
<b>Student Book 2</b> .....	978 138 207264 9	<b>Workbook 5</b> .....	978 138 207275 5
<b>Student Book 3</b> .....	978 138 207265 6	<b>Workbook 6</b> .....	978 138 207276 2
<b>Student Book 4</b> .....	978 138 207266 3	<b>Teacher's Guide 1–3</b> .....	978 138 207269 4
<b>Student Book 5</b> .....	978 138 207267 0	<b>Teacher's Guide 4–6</b> .....	978 138 207270 0
<b>Student Book 6</b> .....	978 138 207268 7		
<b>Workbook 1</b> .....	978 138 207271 7		
<b>Workbook 2</b> .....	978 138 207272 4		
<b>Workbook 3</b> .....	978 138 207273 1		

Online subscriptions available



## 4.1 What are Earth's biomes?

Different plants and animals are found in different climates. This mix of things is what makes the world's biomes: a **biome** is a large area that has the same sorts of plant life, animal life and climate. People often think about Earth's land biomes as six different types.

**Deserts** are dry all year, so plants and animals must be able to live without much water. They include cacti and scorpions.

**Rainforests** are hot and rainy all year. A huge number of plants and animals live in rainforests, including tall trees and orangutans.

The **savannah** is hot all year, with a rainy season. There are bushes, small trees and lots of animals.

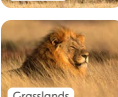
**Grasslands** are like the Savannah, but with more rain and far more plant life. Lots of grass grows, with lots of trees.

**Woodlands** have warm summers and cooler, rainy winters. There are lots of large trees and other plants, and many different animals like squirrels and badgers.

The **tundra** is very dry and cold, so not much can live there. There are small plants, and animals with thick fur like polar bears and arctic foxes.

### Key words

biome  
desert  
rainforests  
savannah  
grassland  
woodland  
tundra  
Equator



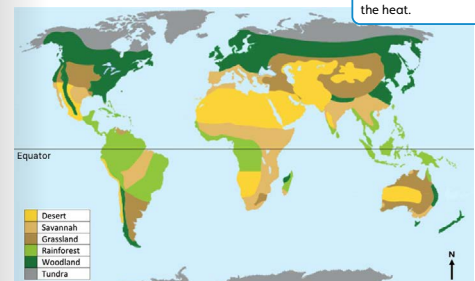
2

Know about six biomes of the world

### Did you know?

There is more rain in hot places because water evaporates in the heat.

Look at this biome map. The black line shows the hottest part of Earth (called the **Equator**). Climate is controlled by how far from the Equator you are. Close to the Equator there is lots of sun. Move away from the Equator and it gets colder.



### Activities

- 1 Use an atlas to find where you live. Then, with a partner, discuss what kind of biome you live in. What makes you think that?
- 2 Look at the biome map. What other places are in the same biome as you?
- 3 What patterns can you see on the biome map? How do these patterns connect to the Equator?
- 4 If you could design your perfect biome, what would the climate, plant life and animal life be like?

3

Student Book 3

# Oxford International Skills

## Develop real-world skills for future success

The **Oxford International Skills** series uses a structured approach to support the development of real-world skills, motivating and inspiring students, and enhancing classroom learning.

The Practice Books, Teacher's Guides and online resources develop skills via real-life scenarios, supporting year-on-year progression from Year 1 to Year 9 (ages 4–14).

Students grow in confidence and proficiency as they explore, develop and master valuable skills for their future – while having fun in the process!



**In our recent survey, 96% of respondents agreed that education needs to do more to equip students with the skills they need to become active, responsible and engaged citizens.\***

## Financial Literacy

NEW

- Promote a joy of learning through collaboration, communication and higher-order questions
- Students will develop real-world financial skills through age-appropriate topics, building strong foundations for future economic wellbeing

### Primary

Practice Book 1	978 138 204441 7
Practice Book 2	978 138 204442 4
Practice Book 3	978 138 204443 1
Practice Book 4	978 138 204444 8
Practice Book 5	978 138 204445 5
Practice Book 6	978 138 204446 2
Teacher's Guide 1–3	978 138 204447 9
Teacher's Guide 4–6	978 138 204448 6

### Lower Secondary

Practice Book 7	978 138 204559 9
Practice Book 8	978 138 204560 5
Practice Book 9	978 138 204561 2
Teacher's Guide 7–9	978 138 204562 9

Online subscriptions available



\* 2024 Future Skills Market Research – Oxford University Press Global Survey with 199 respondents from 69 different countries



# Data Literacy

- Promote a joy of learning through collaboration, problem solving and reasoning with data
- Students will gain a firm understanding of the four key elements of data: questioning, data collection, analysis and interpretation

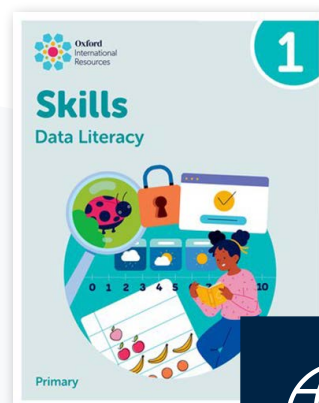
## Primary

Practice Book 1 .....	978 138 204431 8
Practice Book 2 .....	978 138 204432 5
Practice Book 3 .....	978 138 204433 2
Practice Book 4 .....	978 138 204434 9
Practice Book 5 .....	978 138 204435 6
Practice Book 6 .....	978 138 204436 3
Teacher's Guide 1–3 (Lower Primary) .....	978 138 204437 0
Teacher's Guide 4–6 (Upper Primary) .....	978 138 204438 7

## Lower Secondary

Practice Book 7 .....	978 138 204554 4
Practice Book 8 .....	978 138 204555 1
Practice Book 9 .....	978 138 204556 8
Teacher's Guide 7–9 (Lower Secondary) .....	978 138 204557 5

Online subscriptions available



# Problem Solving and Reasoning

- Motivate students with open-ended activities that empower them to solve problems critically, creatively and collaboratively
- Six engaging real-world themes run through all grades: Home, family and community; Environment; The built environment; Games and sports; Plants and animals; Arts and culture

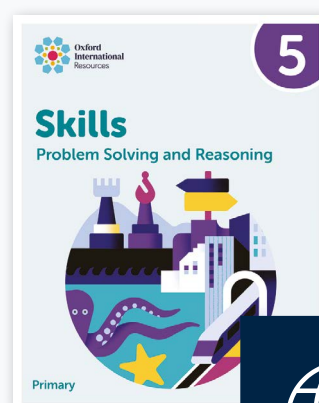
## Primary

Practice Book 1 .....	978 138 204451 6
Practice Book 2 .....	978 138 204452 3
Practice Book 3 .....	978 138 204453 0
Practice Book 4 .....	978 138 204454 7
Practice Book 5 .....	978 138 204455 4
Practice Book 6 .....	978 138 204456 1
Teacher's Guide 1–3 (Lower Primary) .....	978 138 204457 8
Teacher's Guide 4–6 (Upper Primary) .....	978 138 204458 5

## Lower Secondary

Practice Book 7 .....	978 138 204564 3
Practice Book 8 .....	978 138 204565 0
Practice Book 9 .....	978 138 204566 7
Teacher's Guide 7–9 (Lower Secondary) .....	978 138 204567 4

Online subscriptions available



# Writing and Grammar

- Explore a range of genres, including instructions, stories, reports and diaries, games, poems and plays, writing to friends and family and writing to persuade
- Support understanding and correct use of grammar – each activity has a specific grammar focus with clear definitions and examples provided

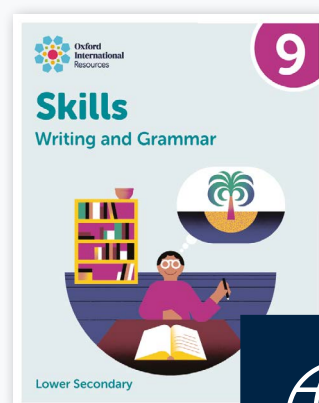
## Primary

Practice Book 1 .....	978 138 204606 0
Practice Book 2 .....	978 138 204607 7
Practice Book 3 .....	978 138 204608 4
Practice Book 4 .....	978 138 204609 1
Practice Book 5 .....	978 138 204610 7
Practice Book 6 .....	978 138 204611 4
Teacher's Guide 1–3 (Lower Primary) .....	978 138 204615 2
Teacher's Guide 4–6 (Upper Primary) .....	978 138 204616 9

## Lower Secondary

Practice Book 7 .....	978 138 204612 1
Practice Book 8 .....	978 138 204613 8
Practice Book 9 .....	978 138 204614 5
Teacher's Guide 7–9 (Lower Secondary) .....	978 138 204617 6

Online subscriptions available



**Developing skills.  
*Building success.*  
Accessing universities  
worldwide.**



## OxfordAQA believes that empowering students to think critically, apply their knowledge and collaborate is crucial for preparing students to progress confidently in their academic journey.

That's why our globally recognized International GCSEs and A-levels blend subject knowledge with higher-order critical thinking skills – to encourage curiosity, independent thinking and a deeper understanding of the world. These are the skills that will help students succeed in exams, thrive at university and be ready for life.

- **We're built on over 100 years of expertise.** As a partnership between Oxford University Press, a department of the University of Oxford, and AQA, the UK's largest provider of GCSEs and A-levels, we bring together over a century of educational expertise with a deep understanding of international learners.
- **We want every student to achieve their full potential.** Our student-focused approach ensures we only ever test subject ability and always use clear language and culturally relevant contexts, giving every student the best possible chance to show what they can do.
- **We're here to support you every step of the way.** Our global team and comprehensive range of teacher support – including an updated and expanded programme of Professional Development – ensures you'll have what you need, when you need it.

As the fastest-growing international exam board, we have more schools in more countries than ever before. And there has never been a better time to join us.

This year, we are introducing seven new qualifications: International GCSEs in History, Chinese, Arabic, Sociology and Global Skills Projects, plus International A-levels in Chinese and Sociology. Global Skills Projects is an exciting new project-based learning qualification, with a focus on sustainability, which develops the essential skills, knowledge and attitudes to help every student feel confident for their future.

We are delighted to work with our schools around the world, helping them ensure that every student has the right foundations to excel – whatever they choose to do next.

“

*At OxfordAQA, we want students to achieve success in their exams, so they can access the universities they want and then go on to reach their full potential.*

”

**Andrew Coombe**  
Managing Director, OxfordAQA



International  
GCSEs



International  
AS & A-levels



Oxford International  
Curriculum Early Years,  
Primary and  
Lower Secondary





# Recognized by universities around the world

## Clear progression with OxfordAQA

Students with OxfordAQA qualifications have progressed to leading universities worldwide.

Our International GCSEs and A-levels are accepted and valued by universities in the UK and around the world for entry onto undergraduate degree programmes.

Evaluation by UK ENIC, an independent adviser on academic qualifications from across the globe, confirmed that all our qualifications are

equal to the UK's domestic GCSEs and A-levels accredited by England's national examinations' regulator, Ofqual.

OxfordAQA qualifications are recognized by every university in the UK's Russell Group, the USA's Ivy League and Australia's Group of Eight, plus an extensive and ever-growing list of universities worldwide, particularly across Europe, the Middle East and Asia.

### Find out more

about our  
global network  
of recognizing  
institutions



“

*Schools are adopting [OxfordAQA] because of the high-value materials and the curriculum, which is needed by higher education institutions like NED University.*

”

**Muhammad Tufail**

Pro Vice Chancellor, NED University of Engineering and Technology, Pakistan



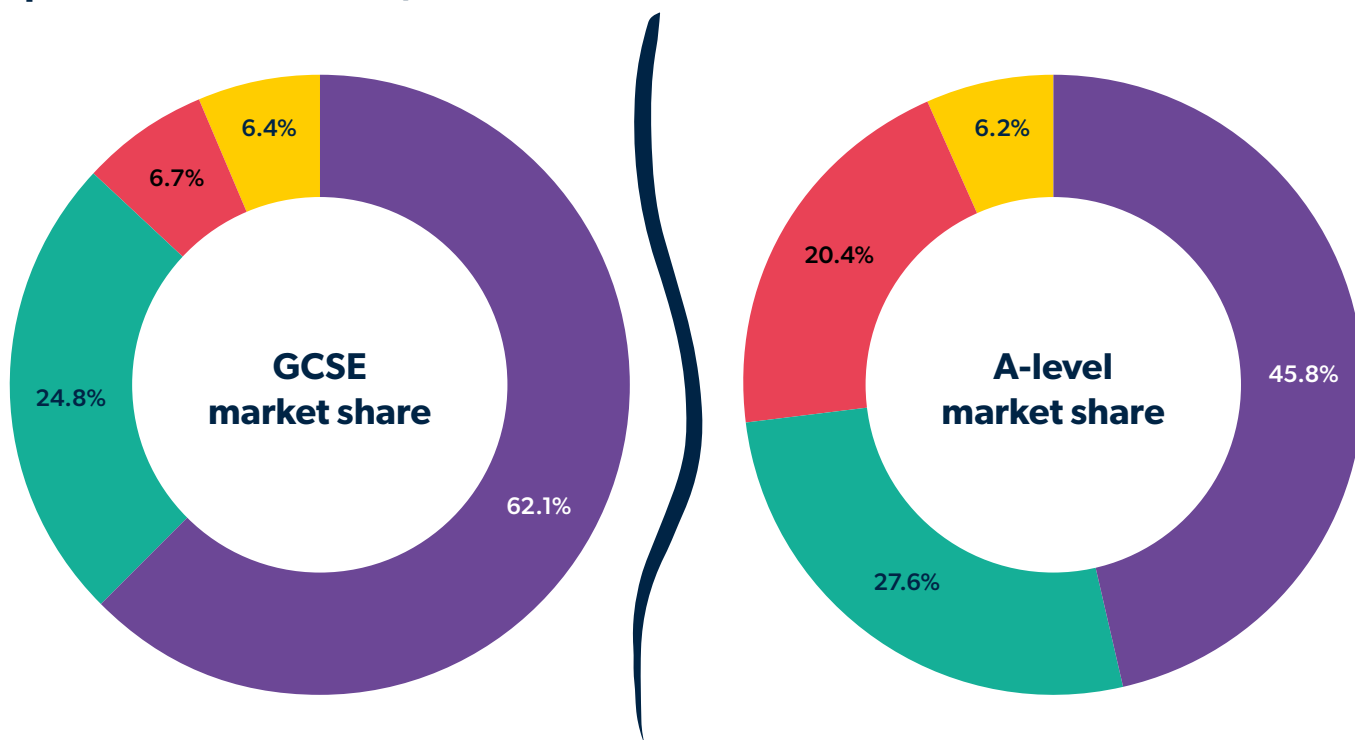
# Bringing leading qualifications expertise *to international schools*

**Assessment is more than just the final exams. At OxfordAQA, we're committed to providing schools with an outstanding experience – which is why all aspects of our qualifications are built on the uniquely rich heritage of AQA.**

Founded in 1903, AQA brings over 120 years of experience to the delivery of every OxfordAQA qualification. This standout knowledge means schools can rest assured that our specifications provide the appropriate level of challenge and development and our exams give every student the chance to demonstrate their abilities. Following the exams, schools can also rely on AQA's rigorous awarding process that gives each student a fair grade which reflects their performance.

With such expertise at every stage, it is no surprise that 92% of UK schools take AQA qualifications, with over one million students sitting their exams – over half of the GCSEs and A-levels taken in the UK – every year.

## Market share of AQA's equivalent qualifications in the UK, 2024



● AQA ● Pearson Edexcel ● OCR (Cambridge Assessment) ● Other

Data sourced from the UK government

# Build the skills students need for their futures with *project-based learning*

To equip students with transferable skills needed for university and the workplace, OxfordAQA's two student-led project qualifications encourage learners to think innovatively, develop research skills and build independence.

These qualifications run alongside our standard International GCSEs, AS and A-levels to allow schools to weave academic and independent learning skills into their curriculum.

## International GCSE Global Skills Projects

Our brand-new qualification – **OxfordAQA International GCSE Global Skills Projects** – develops essential planning, research and report-writing skills through project-based learning.

Providing clear progression to both A-level study and the International EPQ, the qualification enables students to explore themes from the Oxford International Curriculum – including sustainability – through individual and group projects.

Find out more on page 81.

See the Oxford International Curriculum section (pages 13 and 15) for more information about Global Skills Projects for Primary and Lower Secondary.

“

*The Global Skills Projects GCSE qualification aligns closely with our pedagogical emphasis on enquiry-based, interdisciplinary learning. Its focus on sustainability, independent research and reflective collaboration offers students not only academic challenge, but the opportunity to develop agency, citizenship and real-world impact.*

”

GEC Academy, China



### Group sustainability action project

The International GCSE Global Skills Projects qualification enables students to work together in a group to tackle a sustainability-themed issue. Students will develop the knowledge, skills and attitudes needed for a sustainable future.

## International Extended Project Qualification (EPQ)

The **OxfordAQA International Extended Project Qualification (EPQ)** is an A-level-standard qualification where students supplement their A-levels with an academic piece of work on a subject of their choice.

Recognized by top universities worldwide, the International EPQ is a unique opportunity for students to explore ideas beyond the set curriculum and develop the skills for future academic study.

Find out more on page 99.

### Project Q: free trial for OxfordAQA schools

Project Q makes delivering the EPQ simple, replacing paper forms and folders of documents with an easy-to-use online platform.

Student, Supervisor and Centre Coordinator can communicate, upload materials, complete paperwork and even assess the final product, all in one place and in real time.

Visit our website to find out more and register for your free trial until May 2026.



#### Find out more

and start your  
free trial

## The benefits of project-based learning

### Improved academic performance

Research has shown that students who take project-based learning qualifications as part of their curriculum portfolio perform better in their other subjects, on account of the skills they acquire through the project process.

### Better preparation for further study

The skills developed during a project-based qualification – such as planning, researching and problem solving – are directly applicable to further study, including A-levels and at university.

### Self-regulated learning skills

Project-based learning fosters independence and agency. Students take ownership of their studies, helping them become reflective, self-directed learners – qualities highly valued in higher education.

### Increased motivation

Evidence shows a positive link between project-based learning and motivation. Students show increased levels of engagement, confidence and problem-solving skills when studying for a project-based qualification.

### Acquisition of transferable skills

Through extended project work, students develop a wide range of transferable skills such as critical thinking, communication, creativity and time management.

“

*Research has shown that project-based learning can improve students' learning outcomes and positively impact academic achievement and thinking skills.*

”

#### A study of the impact of project-based learning on student learning effects

Lu Zhang & Yan Ma (2023)

# Student-focused *assessment design*

**The fairness of an assessment – whether that be an exam or coursework – can make the difference between a student getting the grade they deserve and a grade that does not reflect their knowledge and skills.**

**That difference can be life-changing.**

OxfordAQA was founded on the belief that all students deserve a fair opportunity to demonstrate what they have learned and that their language level shouldn't be a barrier to this. With validity, reliability and comparability at the heart of assessment design, we only use clear language and internationally relevant cultural contexts to test subject knowledge.

## **For an assessment to be fair, it must:**

- Only measure a student's ability in the subject they have studied, not unrelated factors
- 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 the paper
- Be international in its focus, meaning students don't need an understanding of UK culture or contexts to be successful

“

*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



## **Find out more**

about our  
student-focused  
assessment design





## We ensure every student has the same chance to demonstrate their subject knowledge, whether or not their first language is English.

We draw on the knowledge and research that AQA has developed over more than 120 years – the same research that has enabled AQA to become the UK’s largest awarding body. We also harness the global reach of Oxford and its long history of working with international schools to enable our deep understanding of teachers, students, schools and their unique needs. This combined expertise ensures that students who speak English as a second language have the same opportunity to achieve a top grade as native English speakers.

### The Oxford 3000™

As part of ensuring our papers are valid, we use the Oxford 3000 to review our exam questions; this is a list of the most frequent and useful words in English and helps to make sure the language we use is as clear as possible.

### Positive marking

Our mark schemes are designed to be used positively, rewarding students for the knowledge and skills they have demonstrated, rather than punishing errors or omissions. This means students go into exams not fearing they are going to be ‘caught out’ by the questions they encounter.

### Fair, accurate grading

All OxfordAQA exam papers are marked by experienced, expert examiners, ensuring accuracy and consistency for all candidates. After marking is complete, the senior examining team for each qualification meets to assign the grade boundaries for that series. This is supported by AQA’s academic research and many years’ experience, to ensure that all students’ grades are fair and accurate.

# UK alignment

To ensure comparability, all OxfordAQA International GCSEs and A-levels are designed by the same team as AQA’s UK qualifications, meaning full alignment of academic standards and skills, but always with a focus on the needs of international students.

This alignment includes an emphasis on application of knowledge, analysis and evaluation over simple recall of information, ensuring that international students have parity of opportunity to their UK counterparts.

Because of this, students, schools and universities can be assured that OxfordAQA qualifications hold the same currency as UK GCSEs and A-levels.

### 9–1 grades at GCSE level – the ‘gold standard’ recognized by universities globally

All OxfordAQA International GCSEs are awarded using the 9–1 grading system established in 2015. This system allows for more differentiation at the top end, giving students at the higher end of the ability range the chance to achieve an ‘exceptional’ grade 9 – higher than the old A\*.

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

“

*One of the main advantages of OxfordAQA is the fairness of assessment. The students are tested on their academic abilities, not just the ability to comprehend English.*

”

**Maggie Lu**

Principal, Shanghai Australia International School

# Support at *every step*

At OxfordAQA, we're committed to supporting you at every stage of your students' learning, from lesson planning and teaching through to final exams.

## Planning and teaching resources – online, anytime

An extensive collection of planning and teaching resources, all available to download from our website. These include:

- **Specifications** covering the curriculum and assessment structure of each qualification
- **Switching guides** to support the transition to teaching with OxfordAQA
- **Schemes of work** to provide a suggested pathway through the course content
- **Command word lists** to ensure your students understand what skills they need to demonstrate in each exam question
- **Subject-specific vocabulary lists** to help students understand the words used in specifications and exam papers
- **Teaching guides** for further guidance on delivering each qualification
- **Past papers and mark schemes**
- **Examiners' reports and specimen papers**
- **Exemplar student answers** with examiner commentaries
- Additional **subject-specific resources**

## OxfordAQA schools also have access to:

### Data Insights NEW

Conduct detailed analysis of your students' exam results, identifying strengths and weaknesses across a range of metrics, including the performance of groups and individuals within your overall cohort.

### Exampro™

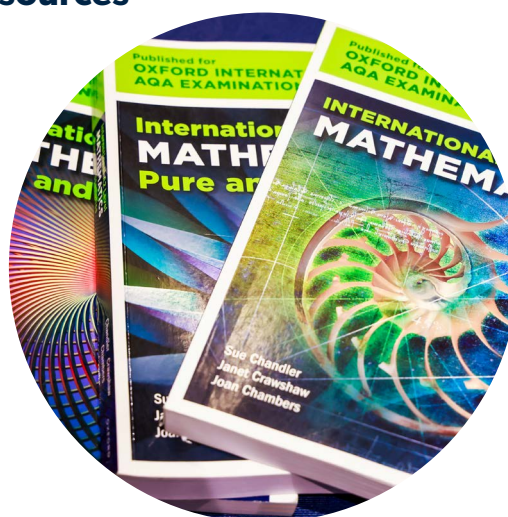
A dynamic database of OxfordAQA maths and science past paper questions that teachers can use to create bespoke tests and homework tasks.

### Teacher Online Standardization (TOLS)

A marking practice tool providing support for teachers with Non-Exam Assessment (NEA) components.

## High-quality, fully matched resources from Oxford University Press

Print and online Student Books provide full support for each of our qualifications. These dedicated educational resources support teaching, classroom activities and exam practice to help you prepare your students for success in their OxfordAQA International GCSE, AS and A-level exams.



### Coming soon to Kerboodle

Save time using the power of AI to get the most out of Oxford University Press's trusted, high-quality content.

Find out more  
about our support



# Professional Development

**Our robust and comprehensive training programme is a crucial part of ensuring that educators have everything they need to deliver OxfordAQA successfully.**

Our training programme is tailored to the unique needs of international schools, and empowers educators to successfully prepare, teach and assess with confidence.

Once you've completed the training, you'll receive a certificate so that you can showcase your commitment to professional growth.



**Find out more**  
and book online

## What we offer

### Essential Training: to help you get the most from OxfordAQA

**Our Essential Training programme, trusted by teachers worldwide, is now better than ever.**

In addition to the comprehensive step-by-step guidance on planning, teaching and assessment that OxfordAQA teachers love, new sessions place even greater emphasis on practical, easy-to-implement teaching strategies. There's also more time to engage with our Senior Examiners, ask questions, and share best practice with educators from around the globe.

Introducing OxfordAQA	Teaching OxfordAQA	Assessing OxfordAQA	Senior Examiner Clinics
<b>1-hour sessions (live and on demand)</b>	<b>2 hours per qualification (live and on demand)</b>	<b>90–120 minutes per qualification (live and on demand)</b>	<b>Live, available on request</b>
An overview of OxfordAQA, what sets us apart from other international exam boards, and what you can expect from us	A step-by-step workshop packed with practical guidance for teaching OxfordAQA qualifications, led by Senior Examiners	A comprehensive, interactive session to help teachers practise marking real student responses, led by Senior Examiners	A unique opportunity to meet with a Senior Examiner and receive bespoke support and guidance for your school
Exam Admin Training	Self-Access e-Learning Modules	Teaching with OxfordAQA Resources	
<b>Live and on demand</b>	<b>Self-paced courses for science and maths qualifications</b>	<b>60 minutes per qualification (on demand)</b>	
Crucial support and guidance for Exam Officers on administering and running exams	Expert guidance to refine teachers' marking skills	Senior Examiners provide a detailed walkthrough of how to get the most from OxfordAQA resources	

### Enhanced Training: to take your teaching further

Subject Workshops	Annual Conferences and Events	Continuing Professional Development (CPD) Courses	Advanced Teaching Courses
<b>Full-day events</b>	<b>Full-day events</b>	<b>3 hours per week over 4 weeks</b>	<b>Full-day or multi-day events</b>
In-depth guidance and practical strategies for delivering our qualifications	Share best practice and connect with other educators	Enhance your teaching practice with in-depth CPD courses (see page 51)	Research-backed insights into the neuroscience of learning, alongside practical classroom strategies

## What OxfordAQA teachers think

“

*It was a very interactive and informative session.*

”

“

*Excellent introduction to the OxfordAQA examination board. I'm excited to take up this new teaching venture.*

”

“

*The Senior Examiner Clinic was amazing... the Examiner's support and patience provided the base for me to teach this qualification in the best way to my students.*

”





# Continuing Professional Development courses

Delivered by expert trainers, our range of Continuing Professional Development (CPD) courses are designed to **equip, prepare, inspire and empower**. These courses will enhance your teaching practice with practical knowledge and skills to take back to the classroom.

All our CPD courses align to the Oxford International Programme Learner Attributes, focusing on global, future-ready skills. This means the courses are designed to help you develop the skills your students will need to be successful in their exams and their future.

See page 5 for more on the Oxford International Programme Learner Attributes.

Courses are certified by OxfordAQA and Oxford University Press, giving teachers who complete them a key addition to their professional portfolio and a demonstration of their commitment to their own development.

Every course combines live online sessions with independent study, all fully supported and directed by your course tutor to ensure you feel fully supported throughout.

- Led by an expert trainer
- Live online sessions plus independent study
- 3 hours per week over 4 weeks
- Maximum of 25 participants on each course
- Opportunities to interact, collaborate and reflect with your tutor and peers from around the world

## Available courses

Equip	Prepare	Inspire	Empower
<b>Building student agency through collaboration, communication and creativity</b>	<b>Maximizing learning and exam performance</b>	<b>Creating positive and engaging learning environments</b>	<b>Embedding critical thinking into classroom practice</b>
Learn how to create a more effective classroom dynamic by fostering engaged, motivated students through effective collaboration, positive communication and enhanced creativity.	Help your students prepare for their final exams, ensuring they have the best possible chance for success.	This course will help you create a truly inspiring classroom culture – one that improves student outcomes through enhancing their overall experience.	Learn practical strategies to engage students and help build the higher-order critical thinking skills they need to be successful – both now and in the future.
<b>Linked Oxford International Programme Learner Attribute</b>			
Ambitious & self-motivated	Future-ready	Inventive & curious	Empowered & independent

“

*Packed with practical strategies and innovative techniques that are easy to implement right away in your classroom.*

”

**Adedamola Shoberu**

Chemistry Teacher, Kang Chiao International School, China



**Find out more**

and book your place today

# Celebrating excellence with the *Go Further Awards*

**Our prestigious Go Further Awards celebrate the successes of the top performing OxfordAQA students from around the world.**

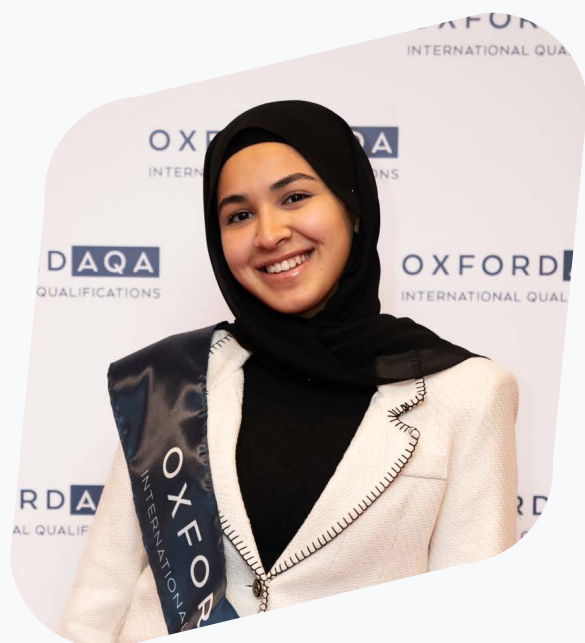
Every year we are impressed by the brilliant and inspirational stories that we've heard from our schools and the amazing successes that students have gone on to achieve.

By completing their OxfordAQA qualifications, students are well on their way to developing the critical thinking and problem-solving skills they will need for personal, academic and career success.

The Go Further Awards celebrate exam excellence and are awarded to the OxfordAQA students who have achieved the highest mark in their subject at International GCSE, AS or A-level. Each award is a testament to the outstanding efforts of the student, along with their teachers and support teams.

Winning candidates are recognized with the following awards:

- OxfordAQA Top in Country
- OxfordAQA Top in Region
- OxfordAQA Top in World



**Find out more**

about the  
Go Further Awards





“

*OxfordAQA has really prepared me for my future aspirations. The qualifications I took helped me develop my skills of analysis and apply them to workplace contexts.*

”

**Abdalla Arfa Abdallah Mohamed Darrag**  
Go Further Award winner, Egypt





“

OxfordAQA's industry-relevant approach, comprehensive Student Books and focus on problem solving and critical thinking have been invaluable in conveying complex concepts to my students.

”

**Mohamed Luqman Suhaib**

Computer Science Teacher, Kuala Lumpur, Malaysia



# OxfordAQA

## International GCSEs

OxfordAQA International GCSEs are linear, meaning all exams are taken in the same exam series at the end of the course of study. This gives students time to develop the skills, knowledge and maturity to perform at their best, and is part of our commitment to supporting student wellbeing.

English as a Second Language (ESL)

NEW

History

NEW

CORE English as a Second Language (ESL)

French

English Language

Spanish

REVISED

English Literature

NEW

Chinese – First Language

Mathematics

NEW

Arabic – First Language

Biology

Urdu

NEW

CORE Biology

Islamiat

Chemistry

Pakistan Studies

NEW

CORE Chemistry

Accounting

Physics

Business

NEW

CORE Physics

Economics

Combined Science

Computer Science

Psychology

Media Studies

NEW

Sociology

Design and Technology: Product Design

Geography

NEW

Global Skills Projects

### Looking for more subjects?

As an approved OxfordAQA centre, you are able to choose from the wide range of GCSEs offered by AQA, if the equivalent qualification is not yet available from OxfordAQA. Visit the AQA website to see the full list of qualifications.

[aqa.org.uk](http://aqa.org.uk)

# International GCSE English as a Second Language (ESL)



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

- An accessible speaking exam worth 20% of the overall grade ensures spoken language is at the heart of the student learning journey.
- 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 UK regional accents.

Component	Subject Content	Assessment
<b>Paper 1</b> Reading	<ul style="list-style-type: none"> <li>Understanding and responding to different types of written language</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 15 minutes</li> <li>60 marks</li> <li>30% of GCSE</li> </ul>
<b>Paper 2</b> Writing	<ul style="list-style-type: none"> <li>Communicating effectively in writing for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 15 minutes</li> <li>60 marks</li> <li>30% of GCSE</li> </ul>
<b>Paper 3</b> Listening	<ul style="list-style-type: none"> <li>Understanding and responding to different types of spoken language</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>45 minutes</li> <li>40 marks</li> <li>20% of GCSE</li> </ul>
<b>Paper 4</b> Speaking	<ul style="list-style-type: none"> <li>Communicating and interacting effectively in speech for a variety of purposes</li> </ul>	<b>Non-Exam Assessment</b> <ul style="list-style-type: none"> <li>Spoken exam – students respond to a photocard and then engage in general conversation.</li> <li>10 minutes, plus 10 minutes preparation time</li> <li>40 marks (photocard – 15 marks, general conversation – 25 marks)</li> <li>20% of GCSE</li> <li>Audio recording marked by OxfordAQA examiner</li> </ul>

## Teaching resources on our website



- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Teaching guidance documents
- Teaching guidance video
- Command words
- Mock Exam Analysers

For a full list of resources, visit the resources page on our website.

## International GCSE CORE English as a Second Language

NEW

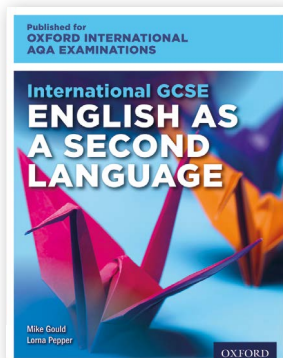
This specification enables students of all abilities to develop the skills they need to communicate clearly and accurately in English, including knowledge of vocabulary and grammar, in preparation for progression to the full OxfordAQA International GCSE English as a Second Language course.

This is a short-course International GCSE, intended for use in a foundation or core year. Find out more on our website.

### This qualification is taught through three themes:

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

### Resources from Oxford University Press



#### International GCSE English as a Second Language

**Print Student Book with Audio CD**  
978 019 841713 2

**Teacher Pack with Audio CD**  
978 019 841716 3

**Revision Guide**  
978 138 203385 5



# 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.

- Allows 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.

Component	Subject Content	Assessment
<b>Paper 1</b>	<ul style="list-style-type: none"> <li>• Literary non-fiction</li> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 80 marks</li> <li>• 60% of GCSE</li> </ul>
<b>EITHER</b>		
<b>Paper 2</b>	<ul style="list-style-type: none"> <li>• Source-based reading</li> <li>• Directed writing</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 80 marks</li> <li>• 40% of GCSE</li> </ul>
<b>OR</b>		
<b>Non-Exam Assessment</b>	<ul style="list-style-type: none"> <li>• Students conduct independent research on at least five sources</li> </ul>	<ul style="list-style-type: none"> <li>• Written task and commentary</li> <li>• 60 marks</li> <li>• 40% of GCSE</li> <li>• Marked by teachers, moderated by OxfordAQA</li> </ul>

There is an optional speaking and listening endorsement available for this qualification. Students either conduct a presentation or participate in an interview with extended speaking turns.

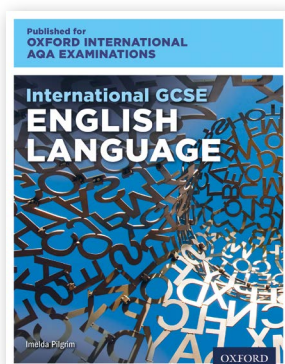
## Teaching resources on our website



- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Data Insights
- Teaching guidance documents
- Teaching guidance video
- Command words
- Resource packs
- Classroom activity sheets

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International GCSE English Language

**Print Student Book**  
978 019 837592 0

**Online Student Book**  
978 019 841188 8

**Print and Online Pack**  
978 019 841187 1



# International GCSE English Literature

REVISED



Revised for first teaching from September 2026, this specification features a range of classic and modern British and international texts, plus a coursework option – making it flexible and accessible for both teachers and students.

- A revised list of set texts, poetry and short story anthologies has been included in this updated specification. Shakespeare texts are available but not compulsory.
- One mark scheme that operates across all assessments, including the coursework option, makes teaching and exam preparation more straightforward.
- Exam questions provide a stepped approach where every question is a fresh start, while closed-book questions include an extract from the text, giving students a route into the question.

Component	Subject Content	Assessment
<b>Paper 1</b> Prose and Drama	<ul style="list-style-type: none"> <li>• Prose fiction</li> <li>• Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Closed-book written exam</li> <li>• 1 hour 30 minutes</li> <li>• 60 marks</li> <li>• 40% of GCSE</li> </ul>
<b>EITHER</b>		
<b>Route A, Paper 2a</b>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Unseen poetry</li> <li>• Unseen prose</li> </ul>	<ul style="list-style-type: none"> <li>• Open-book written exam</li> <li>• 2 hours 15 minutes</li> <li>• 90 marks</li> <li>• 60% of GCSE</li> </ul>
<b>OR</b>		
<b>Route B, Paper 2b</b>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Unseen poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Open-book written exam</li> <li>• 1 hour 30 minutes</li> <li>• 60 marks</li> <li>• 40% of GCSE</li> </ul>
<b>Route B, Non-Exam Assessment</b>	Students complete one extended response to a prose fiction text of their choice. This must not come from the prescribed list of set texts.	<ul style="list-style-type: none"> <li>• 30 marks</li> <li>• 20% of GCSE</li> <li>• Marked by teachers, moderated by OxfordAQA</li> </ul>

## Teaching resources on our website



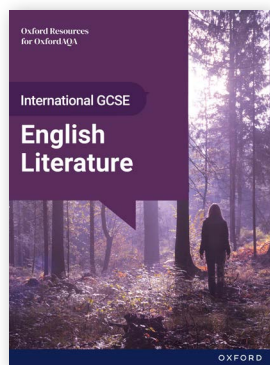
- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Data Insights
- Teaching guidance document
- Command words
- Anthologies
- Classroom activity sheets

For a full list of resources, visit the resources page on our website.

This revised specification is available for first teaching from September 2026, with first exams in May/June 2028. Please see our website for more information.

## Resources from Oxford University Press

NEW



Cover image not final

### International GCSE English Literature – 2nd edition

**Print Student Book**  
978 138 207551 0

Updated to reflect the changes to the specification.

#### Kerboodle

A digital learning platform that works alongside your print Student Books. Available for purchase as an annual subscription. Please contact your local School Relationship Manager for more information.

**Coming soon to Kerboodle:** Save time using the power of AI to get the most out of Oxford University Press's trusted, high-quality content.






# 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 used in the exam papers is carefully chosen to ensure that native speakers and ESL students have an equal opportunity to demonstrate their mathematical skills.
- Content is introduced in a simple and logical order, with careful stepping up of demand to aid progression to A-level.
- Enables students to connect their learning to the real world and apply their knowledge to solve problems.

Component	Subject Content	Assessment	 Calculator allowed in all exams
<b>Core</b> 1c	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>	
<b>Core</b> 2c	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>	
<b>Extension</b> 1e	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>	
<b>Extension</b> 2e	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>	

## Tiers

This is a tiered qualification. Students take either the core papers or the extension papers.

**Core** – grades 5 to 1 available.

**Extension** – grades 9 to 3 available.

## Teaching resources on our website



- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Teaching guidance document
- Teaching guidance video
- Marking Guidance e-learning course
- Topic tests
- Command words
- Route maps
- Mock Exam Analysers
- Exampro™
- Classroom activity sheets

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International GCSE Mathematics

#### Core

**Print Student Book**  
978 019 837586 9

**Online Student Book**  
978 019 840997 7

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



#### Extended

**Print Student Book**  
978 019 837587 6

**Online Student Book**  
978 019 841113 0

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



# 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 test only subject knowledge.
- Practical components are flexible around local access to equipment and materials, with practical knowledge assessed through the main exam papers rather than difficult-to-run assessed practicals.
- Assessments focus on application of knowledge, analysis, evaluation and practical skills over subject recall.

Component	Subject Content	Assessment
<b>Paper 1</b>	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b>	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>

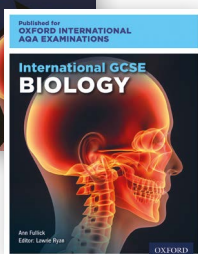
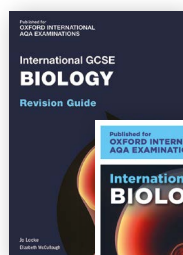
## Teaching resources on our website



- Specimen assessment materials
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- Switching guide
- Data Insights
- Teaching guidance document
- Teaching guidance video
- Topic tests
- Command words
- Subject-specific vocabulary
- Fundamental skills booklets
- Practical handbook
- Mock Exam Analysers
- Exampro™

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International GCSE Biology

**Print Student Book**  
978 019 837588 3



**Online Student Book**  
978 019 841143 7

**Print and Online Pack**  
978 019 841142 0

**Revision Guide**  
978 138 203382 4



## International GCSE CORE Biology

**NEW**

This specification introduces a broad range of topics that are designed to both stimulate students' interest in biology and provide the knowledge and understanding required for progression to the full OxfordAQA International GCSE Biology course.

This is a short-course International GCSE, intended for use in a foundation or core year. Find out more on our website.



# International GCSE Chemistry



Students gain a broad foundation in chemistry and scientific working, with internationally focused exams that test subject ability – not English proficiency. This specification emphasizes scientific knowledge, the application of science and the scientific process.

- Students are assessed fairly, with papers carefully designed to test only subject knowledge.
- Practical components are flexible around local access to equipment and materials, with practical knowledge assessed through the main exam papers rather than difficult-to-run assessed practicals.
- Encourages development of students' application of science and the scientific process through emphasis on the enquiry-based foundations of chemistry.

Component	Subject Content	Assessment
<b>Paper 1</b>	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b>	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>

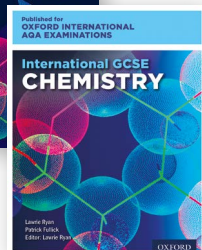
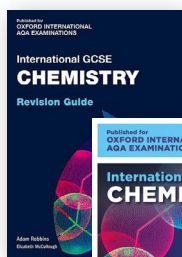
## Teaching resources on our website



- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Teaching guidance document
- Teaching guidance video
- Topic tests
- Command words
- Subject-specific vocabulary
- Fundamental skills booklets
- Practical handbook
- Mock Exam Analysers
- Exampro™
- Classroom activity sheets

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International GCSE Chemistry

**Print Student Book**  
978 019 837589 0



**Online Student Book**  
978 019 841148 2

**Print and Online Pack**  
978 019 841147 5

**Revision Guide**  
978 138 203383 1



## International GCSE CORE Chemistry

NEW

This specification equips students with the essential knowledge, practical abilities and investigative skills for progression to the full OxfordAQA International GCSE Chemistry course, while covering stimulating topics to ignite their curiosity and interest in science.

This is a short-course International GCSE, intended for use in a foundation or core year. Find out more on our website.



# 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 test only subject knowledge.
- Practical components are flexible around local access to equipment and materials, with practical knowledge assessed through the main exam papers rather than difficult-to-run assessed practicals.
- Carefully balanced depth of content, which includes topics that spark wonder and enthusiasm, such as space physics.

Component	Subject Content	Assessment
<b>Paper 1</b>	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b>	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>

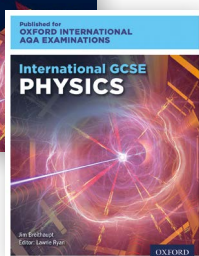
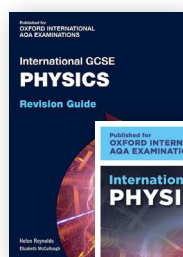
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- Exampro™
- Classroom activity sheets

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International GCSE Physics

**Print Student Book**  
978 019 837590 6



**Online Student Book**  
978 019 841153 6

**Print and Online Pack**  
978 019 841152 9

**Revision Guide**  
978 138 203384 8



## International GCSE CORE Physics

**NEW**

This specification is designed to nurture students' interest in physics and provide an excellent grounding for further study of the full OxfordAQA International GCSE Physics qualification.

This is a short-course International GCSE, intended for use in a foundation or core year. Find out more on our website.





# International GCSE Combined Science



**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 are assessed fairly, with papers carefully designed to test only subject knowledge.
- 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 future studies and beyond.

Component	Subject Content	Assessment
<b>Paper 1</b> Biology	Any part of the biology section of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 100 marks</li> <li>• 33.3% of GCSE</li> </ul>
<b>Paper 2</b> Chemistry	Any part of the chemistry section of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 100 marks</li> <li>• 33.3% of GCSE</li> </ul>
<b>Paper 3</b> Physics	Any part of the physics section of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 100 marks</li> <li>• 33.3% of GCSE</li> </ul>

## Tiers

This is a tiered qualification. Students take either the core papers or the extension papers.

**Core** – grades 5 to 1 available.

**Extension** – grades 9 to 3 available.

## Teaching resources on our website



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## Resources from Oxford University Press



### International GCSE Combined Science

#### Biology

**Print Student Book**  
978 019 840793 5

**Online Student Book**  
978 019 841158 1

**Print and Online Pack**  
978 019 841157 4



#### Chemistry

**Print Student Book**  
978 019 842308 9

**Online Student Book**  
978 019 841163 5

**Print and Online Pack**  
978 019 842307 2



#### Physics

**Print Student Book**  
978 019 840795 9

**Online Student Book**  
978 019 841168 0

**Print and Online Pack**  
978 019 841167 3



# International GCSE Psychology



As the first GCSE Psychology specification tailored to the needs of international students, this qualification focuses on internationally relevant content and culturally appropriate concepts to provide a stimulating learning experience for all students.

- Vocabulary used in the exam papers is carefully chosen to ensure all students have an equal opportunity to demonstrate their knowledge and skills.
- Culturally relevant case studies are provided in the specification to engage students and nurture their analytical and application skills.
- Introduces students to the variety of research methods used in psychological study, and assesses their knowledge through scenario-based questions in the exam.

Component	Subject Content	Assessment
<b>Paper 1</b> Cognition and Behaviour	<ul style="list-style-type: none"> <li>• Memory</li> <li>• Perception</li> <li>• Biopsychology</li> <li>• Research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b> Social Context and Behaviour	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Social influences</li> <li>• Mental health</li> <li>• Research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>

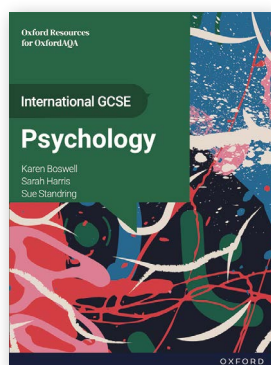
## Teaching resources on our website



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- Subject-specific vocabulary

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International GCSE Psychology

**Print Student Book**  
978 138 205269 6

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# International GCSE Sociology NEW



**An engaging and relevant introduction to the study of sociology, allowing students to develop critical analysis and independent thinking skills.**

- Specification content has been carefully designed to be appropriate for international and multicultural schools, ensuring no student is disadvantaged through arbitrary barriers.
- Emphasizes real-world application of sociology, providing students with opportunities to draw on their own experiences and use examples from their own society or a society they are familiar with.
- Careful consideration has been taken regarding the amount of classical and modern sociological theory that students will study to create a manageable, engaging specification.

Component	Subject Content	Assessment
<b>Paper 1</b>	<ul style="list-style-type: none"> <li>• Families</li> <li>• Education</li> <li>• Research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 60 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b>	<ul style="list-style-type: none"> <li>• Differences and inequalities</li> <li>• Socialization and social control</li> <li>• Research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 60 marks</li> <li>• 50% of GCSE</li> </ul>

## Teaching resources on our website

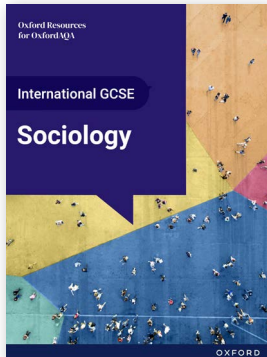


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- Subject-specific vocabulary
- Teacher Guide

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press

**NEW**



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### International GCSE Sociology

**Print Student Book**  
978 138 207579 4

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# 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 a smooth transition from GCSE to A-level.
- Fieldwork components are flexible around local environments, with fieldwork skills assessed through the main exam papers.

Component	Subject Content	Assessment
<b>Paper 1</b> Living with the Physical Environment	<ul style="list-style-type: none"> <li>• The challenge of natural hazards</li> <li>• The living world</li> <li>• Physical landscapes</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 36% of GCSE</li> </ul>
<b>Paper 2</b> Challenges in the Human Environment	<ul style="list-style-type: none"> <li>• Urban issues and challenges</li> <li>• The changing economic world</li> <li>• Global issues</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 36% of GCSE</li> </ul>
<b>Paper 3</b> Geographical and Fieldwork Skills	<ul style="list-style-type: none"> <li>• Geographical skills</li> <li>• Fieldwork skills</li> <li>• Enquiry skills</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 28% of GCSE</li> </ul>

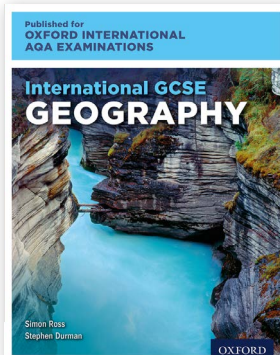
## Teaching resources on our website



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- Teaching guidance video
- Command words

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## Resources from Oxford University Press



### International GCSE Geography

**Print Student Book**  
978 019 841718 7

**Online Student Book**  
978 019 841720 0

**Print and Online Pack**  
978 019 841723 1





# International GCSE History

NEW



**A truly international specification which engages students with modern international relations, relevant and contemporary themes and perspectives, and long-term global historical developments.**

- A clear and accessible assessment structure, with pre-released sources to facilitate accessibility and deeper thinking while also maintaining fair and reliable assessment.
- A carefully chosen set of popular modern topics to choose from, with new thematic topic areas that focus on the history of technology and medicine.
- A relevant, engaging and up-to-date specification developed with teachers to motivate and challenge all students, regardless of their academic ability.

Component	Subject Content	Assessment
<b>Paper 1</b> International Relations Depth Studies: Conflict and Peace in the 20th Century	<p><b>Section A:</b> One from two optional depth studies:</p> <ul style="list-style-type: none"> <li>• Peace-making and the League of Nations, 1918–1939</li> <li>• Crises of the Cold War, 1960–1975</li> </ul> <p><b>Section B:</b> One from four optional depth studies:</p> <ul style="list-style-type: none"> <li>• The origins of the First World War, c1890–1915</li> <li>• Hitler's foreign policy and the origins of the Second World War, 1933–1941</li> <li>• The origins and development of the Cold War, 1945–1960</li> <li>• Détente and the collapse of Communism, 1969–1991</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 60 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b> Studies in Change	<p><b>Section A:</b> One from three optional studies looking at societies in change:</p> <ul style="list-style-type: none"> <li>• Life in Germany, 1919–1949</li> <li>• Life in Russia and the USSR, 1914–1953</li> <li>• Life in the USA, 1919–1968</li> </ul> <p><b>Section B:</b> One from two thematic studies:</p> <ul style="list-style-type: none"> <li>• Technology and change, c800–present day</li> <li>• Medicine and change, c800–present day</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 60 marks</li> <li>• 50% of GCSE</li> </ul>

## Teaching resources on our website



- Specimen assessment materials
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Command words
- Teacher Guide

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press

NEW



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### International GCSE History

#### International Relations: Conflict and Peace in the 20th Century

**Print Student Book**  
978 138 207559 6

#### Societies in Change: Life in Germany, 1919–1949

**Print Student Book**  
978 138 207561 9

#### Thematic Studies

**Print Student Book**  
978 138 207567 1

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# International GCSE

## French



**A globally relevant International GCSE French qualification that equips students with the four core skills needed to communicate confidently.**

- Specification content has been carefully designed to be appropriate for international and multicultural schools, ensuring no student is disadvantaged through arbitrary barriers.
- Assesses students on their ability to perform in the four key skills required for effective communication.
- Uses the same thematic assessment approach as the OxfordAQA International GCSE English as a Second Language (ESL) qualification, ensuring consistency for students.

Component	Subject Content	Assessment
<b>Paper 1</b> Listening	<ul style="list-style-type: none"> <li>• Understanding and responding to different types of spoken language</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 50 minutes</li> <li>• 40 marks</li> <li>• 25% of GCSE</li> </ul>
<b>Paper 2</b> Speaking	<ul style="list-style-type: none"> <li>• Communicating and interacting effectively in speech for a variety of purposes</li> </ul>	<b>Non-Exam Assessment</b> <ul style="list-style-type: none"> <li>• Spoken exam – students respond to a photocard and then engage in general conversation</li> <li>• 10 minutes, plus 10 minutes preparation time</li> <li>• 40 marks (photocard – 15 marks, general conversation – 25 marks)</li> <li>• 25% of GCSE</li> <li>• Audio recording marked by OxfordAQA examiner</li> </ul>
<b>Paper 3</b> Reading	<ul style="list-style-type: none"> <li>• Understanding and responding to different types of written language</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 15 minutes</li> <li>• 60 marks</li> <li>• 25% of GCSE</li> </ul>
<b>Paper 4</b> Writing	<ul style="list-style-type: none"> <li>• Communicating effectively in writing for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 15 minutes</li> <li>• 60 marks</li> <li>• 25% of GCSE</li> </ul>

### Teaching resources on our website



- Specimen assessment materials
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights

For a full list of resources, visit the resources page on our website.

**This qualification is taught through three themes:**

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

### Resources from Oxford University Press

**NEW**



**OxfordAQA International GCSE French is supported by Tricolore 6th edition**

**Student Book**  
978 138 204537 7

**Grammar Workbook**  
978 138 204535 3

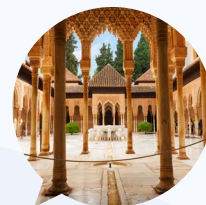
**Teacher Book and Audio Pack**  
978 138 207383 7

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# International GCSE Spanish



Designed to engage and enthuse learners, this International GCSE Spanish specification provides a gateway to new cultures, countries and ways of living.

- Specification content has been carefully designed to be appropriate for international and multicultural schools, ensuring no student is disadvantaged through arbitrary barriers.
- Assesses students on their ability to perform in the four key skills required for effective communication.
- Uses the same thematic assessment approach as the OxfordAQA International GCSE English as a Second Language (ESL) qualification, ensuring consistency for students.

Component	Subject Content	Assessment
<b>Paper 1</b> Listening	<ul style="list-style-type: none"> <li>Understanding and responding to different types of spoken language</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>50 minutes</li> <li>40 marks</li> <li>25% of GCSE</li> </ul>
<b>Paper 2</b> Speaking	<ul style="list-style-type: none"> <li>Communicating and interacting effectively in speech for a variety of purposes</li> </ul>	<b>Non-Exam Assessment</b> <ul style="list-style-type: none"> <li>Spoken exam – students respond to a photocard and then engage in general conversation</li> <li>10 minutes, plus 10 minutes preparation time</li> <li>40 marks (photocard – 15 marks, general conversation – 25 marks)</li> <li>25% of GCSE</li> <li>Audio recording marked by OxfordAQA examiner</li> </ul>
<b>Paper 3</b> Reading	<ul style="list-style-type: none"> <li>Understanding and responding to different types of written language</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 15 minutes</li> <li>60 marks</li> <li>25% of GCSE</li> </ul>
<b>Paper 4</b> Writing	<ul style="list-style-type: none"> <li>Communicating effectively in writing for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 15 minutes</li> <li>60 marks</li> <li>25% of GCSE</li> </ul>

This qualification is taught through three themes:

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

## Teaching resources on our website



- Specimen assessment materials
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International GCSE Spanish

**Print Student Book**  
978 138 206473 6

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# International GCSE

## Chinese – First Language

NEW



A relevant and engaging qualification to inspire, motivate and challenge students.

- This qualification offers a balanced approach across the key skills of reading, listening and writing.
- Topics are fresh, engaging and relevant to today's students.
- Uses the same thematic assessment approach as the OxfordAQA International A-level Chinese – First Language qualification, ensuring consistency for students.

Component	Subject Content	Assessment
<b>Paper 1</b> Listening and Reading	<ul style="list-style-type: none"> <li>Understanding and responding to different types of written and spoken language</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 45 minutes</li> <li>60 marks</li> <li>60% of GCSE</li> </ul>
<b>Paper 2</b> Writing	<ul style="list-style-type: none"> <li>Communicating effectively in writing for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 30 minutes</li> <li>60 marks</li> <li>40% of GCSE</li> </ul>

### Teaching resources on our website



- Specimen assessment materials
- Scheme of work
- Switching guide
- Teacher Guide
- Marked exemplars
- Data Insights

For a full list of resources, visit the resources page on our website.

This qualification is taught through five themes:

- 1 Society
- 2 Education and work
- 3 Culture
- 4 Science and technology
- 5 Global dimension

### Resources from Oxford University Press

NEW



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#### International GCSE Chinese – First Language

**Print Student Book**  
978 138 207539 8

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# International GCSE Arabic – First Language

NEW



Enhance students' Arabic proficiency with this modern specification while developing communication and analytical skills.

- Specification content has been carefully designed to be appropriate for international and multicultural schools, ensuring no student is disadvantaged through arbitrary barriers.
- Includes creative writing to engage and interest students, with a choice of two exam questions from five in the writing paper.
- Offers a clear assessment structure, including a detailed list of grammar that can be assessed, providing clarity for teachers and students.

Component	Subject Content	Assessment
<b>Paper 1</b> Reading Comprehension and Grammar	<ul style="list-style-type: none"> <li>Understanding and responding to different types of written language</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>2 hours</li> <li>50 marks</li> <li>50% of GCSE</li> </ul>
<b>Paper 2</b> Writing	<ul style="list-style-type: none"> <li>Communicating effectively in writing for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 45 minutes</li> <li>50 marks</li> <li>50% of GCSE</li> </ul>

This qualification is taught through three themes:

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

## Teaching resources on our website

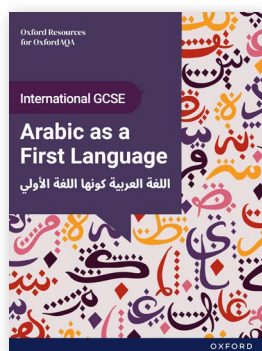


- Specimen assessment materials
- Scheme of work
- Switching guide
- Teacher Guide
- Marked exemplars
- Data Insights

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press

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### International GCSE Arabic – First Language

**Print Student Book**  
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# International GCSE Urdu



**This modern specification is designed to develop students' Urdu proficiency alongside their communication and analytical skills.**

- Specification content has been carefully designed to be appropriate for international and multicultural schools, ensuring no student is disadvantaged through arbitrary barriers.
- Combines teaching of idiomatic vocabulary with grammatical knowledge to equip students with the key skills required for effective communication.
- Uses the same thematic assessment approach as the OxfordAQA International GCSE English as a Second Language (ESL) qualification, ensuring consistency for students.

Component	Subject Content	Assessment
<b>Paper 1</b> Reading, Grammar and Meaning	<ul style="list-style-type: none"> <li>• Understanding and responding to different types of written language</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 70 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b> Writing	<ul style="list-style-type: none"> <li>• Communicating effectively in writing for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 70 marks</li> <li>• 50% of GCSE</li> </ul>

## Teaching resources on our website



- Specimen assessment materials
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights

For a full list of resources, visit the resources page on our website.

## This qualification is taught through three themes:

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

## Resources from Oxford University Press

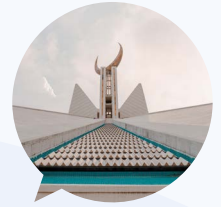


**International GCSE Urdu**  
**Reading, Grammar and Meaning**  
**Print Student Book**  
 978 969 734769 8

**Writing**  
**Print Student Book**  
 978 969 734770 4



# International GCSE Islamiat



**With a clear structure that better integrates the teaching of scripture with contextual knowledge and understanding, this specification offers teachers and students a modern and engaging route into the study of Islam.**

- Content focuses on the lived experience of Islam right up to the present day, helping students grasp its history and importance in the modern world.
- Specified passages from the Qur'an and Hadith are clearly linked to each specification area.
- Offers an assessment structure that allows students to develop and demonstrate their knowledge, understanding and skills of application in order to gain a deeper appreciation of Islam.

Component	Subject Content	Assessment
<b>Paper 1</b> Living the Muslim Life	<ul style="list-style-type: none"> <li>• Islam: Beliefs and teachings</li> <li>• Islam: Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 50 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b> <ul style="list-style-type: none"> <li>• The Life of Hazrat Muhammad ﷺ and Sources of Authority in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• The life of Hazrat Muhammad ﷺ</li> <li>• Sources of authority in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 50 marks</li> <li>• 50% of GCSE</li> </ul>

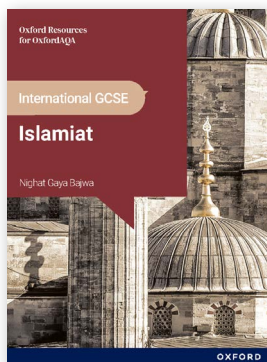
## Teaching resources on our website



- Specimen assessment materials
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Command words
- Subject-specific vocabulary

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International GCSE Islamiat

**Print Student Book**  
978 969 734771 1



# International GCSE Pakistan Studies



With a unique and modern syllabus, this specification offers students a thorough understanding of Pakistan's human and physical geography and its people's experiences throughout history and in recent times.

- Content balances familiar themes and contemporary issues to develop students' knowledge of Pakistan's geography, history and culture right up to the modern day.
- A flexible course structure with a mixture of compulsory and optional modules allows teachers and students the freedom to engage with content that stimulates them.
- Exam papers are structured to differentiate across the ability range, with clear and straightforward questions that offer both accessibility and challenge.

Component	Subject Content	Assessment
<b>Paper 1</b> The History and Culture of Pakistan	<ul style="list-style-type: none"> <li>• The Pakistan movement (1857–1947)</li> <li>• Pakistan into the 21st century: from independence to 2022</li> <li>• Islam in the subcontinent (c700–c1831) <b>or</b> The Mughal Empire (c1526–c1850s)</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 77 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b> The Human and Physical Geography of Pakistan	<ul style="list-style-type: none"> <li>• The landscape and natural resources of Pakistan</li> <li>• The people and economy of Pakistan</li> <li>• Globalization, transport and communication in Pakistan <b>or</b> Creating a sustainable future for Pakistan</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 77 marks</li> <li>• 50% of GCSE</li> </ul>

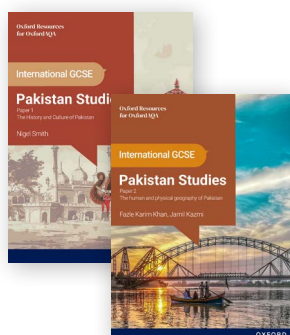
## Teaching resources on our website



- Specimen assessment materials
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Command words

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International GCSE Pakistan Studies

#### The History and Culture of Pakistan

Print Student Book  
978 969 734768 1

#### The Human and Physical Geography of Pakistan

Print Student Book  
978 969 734767 4





# International GCSE Accounting



**With a focus on practical skills and application of knowledge, this professionally relevant specification fosters a thorough understanding of accounting principles.**

- Provides a solid grounding in the fundamental skills needed for accounting, including book-keeping and interpretation and analysis of financial statements.
- Content is structured in a simple and logical order to develop understanding and prepare students for progression to A-level.
- Exam papers assess students on their real-world application of knowledge, nurturing data analysis and critical thinking skills needed for success in further study and employment.

Component	Subject Content	Assessment
<b>Paper 1</b> Introduction to Book-keeping and Financial Accounting	<ul style="list-style-type: none"> <li>• Sources and recording of data</li> <li>• Verification of accounting records</li> <li>• Development of the accounting model</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 75 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b> Financial Statements	<ul style="list-style-type: none"> <li>• Development of the accounting model</li> <li>• Preparation of financial statements</li> <li>• Interpretation, analysis and communication of financial information</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 75 marks</li> <li>• 50% of GCSE</li> </ul>

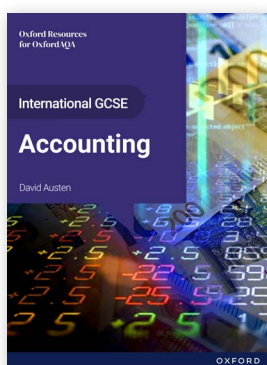
## Teaching resources on our website



- Specimen assessment materials
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- Data Insights
- Command words
- Subject-specific vocabulary

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International GCSE Accounting

**Print Student Book**  
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# International GCSE Business



Designed for international students, this specification teaches skills in real-world business planning and operations while 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 the course is accessible to international students.
- Assessments are structured to be fair for all students, including appropriate reading time and themed papers to aid revision.

Component	Subject Content	Assessment
<b>Paper 1</b> Influences of Operations and Human Resources on Business Activity	<ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b> Influences of Marketing and Finance on Business Activity	<ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>

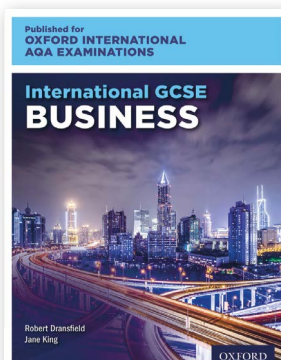
## Teaching resources on our website



- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Teaching guidance document
- Teaching guidance video

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International GCSE Business

**Print Student Book**  
978 019 841724 8

**Online Student Book**  
978 019 841726 2

**Print and Online Pack**  
978 019 841729 3



# International GCSE Economics



**An engaging introduction to the study of economics, with case studies and assessments carefully designed to be accessible to international students.**

- Content is closely aligned with the current UK curriculum, but with international examples, terminology and concepts to avoid arbitrary barriers to learning.
- Students reflect on wider implications of economic activity, encouraging them to apply their knowledge to real-world contexts.
- Addresses contemporary economic issues to develop students' critical thinking and analytical skills.

Component	Subject Content	Assessment
<b>Paper 1</b> How Markets Work	<ul style="list-style-type: none"> <li>• Economic foundations</li> <li>• Resource allocation</li> <li>• How prices are determined</li> <li>• Production, costs, revenue and profit</li> <li>• Competitive and concentrated markets</li> <li>• Market failure</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b> How Economies Work	<ul style="list-style-type: none"> <li>• Government objectives</li> <li>• How the government manages the economy</li> <li>• International trade and the global economy</li> <li>• The role of money and financial markets</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>

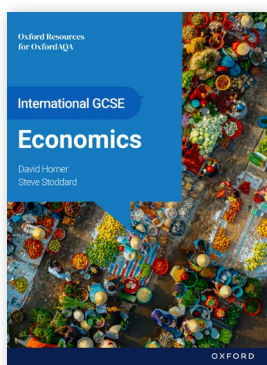
## Teaching resources on our website



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- Switching guide
- Data Insights
- Command words
- Subject-specific vocabulary

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## Resources from Oxford University Press



### International GCSE Economics

**Print Student Book**  
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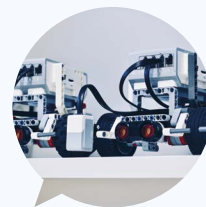
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# International GCSE Computer Science



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 and cybersecurity.
- Programming skills make up 50% of course marks and are assessed through an on-screen task that requires students to work with a pre-released skeleton program.
- Offers flexibility in the choice of programming language, as students can learn to design, write and test computer programs in either Python 3, Visual Basic or C#.

Component	Subject Content	Assessment
<b>Paper 1</b> Programming	<ul style="list-style-type: none"> <li>• Writing and testing computer programs</li> <li>• Understanding programming concepts</li> <li>• Analysing problems in computational terms</li> </ul>	<ul style="list-style-type: none"> <li>• On-screen programming exam based on a pre-released skeleton program. Assessment available in Python 3, Visual Basic or C#</li> <li>• 2 hours</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Paper 2</b> Concepts and Principles of Computer Science	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>

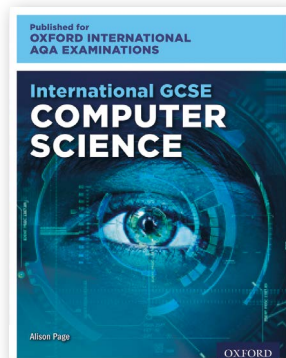
## Teaching resources on our website



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- Data Insights
- Teaching guidance document
- Teaching guidance video

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International GCSE Computer Science

**Print Student Book**  
978 019 841730 9

**Online Student Book**  
978 019 841732 3

**Print and Online Pack**  
978 019 841735 4



See page 35 for information about the Oxford International Curriculum Computing for Primary and Lower Secondary.





# International GCSE Media Studies



The only GCSE Media Studies qualification designed exclusively for international students, this specification explores a range of media products and inspires students' creativity through its coursework component.

- Allows students to demonstrate their creativity in producing a media product in the non-exam assessment component.
- Adopts a flexible approach that allows schools the freedom to select their own materials and teaching sources across a range of modern media forms.
- Students begin to understand themselves as media consumers and apply their knowledge to engage with global issues and debates surrounding the media.

Component	Subject Content	Assessment
<b>Paper 1</b> Media Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Media language</li> <li>• Media representation</li> <li>• Media industries</li> <li>• Media audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Non-Exam Assessment</b> Creating a Media Product	Students respond to one from a choice of six briefs.	<ul style="list-style-type: none"> <li>• 100 marks</li> <li>• 50% of GCSE</li> <li>• Marked by teachers, moderated by OxfordAQA</li> </ul>

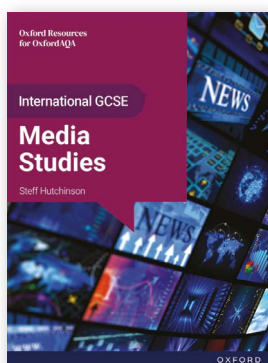
## Teaching resources on our website



- Specimen assessment materials
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- Data Insights
- Command words
- Subject-specific vocabulary

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### International GCSE Media Studies

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# International GCSE

## Design and Technology:

### Product Design



Designed to help students grasp the creative and manufacturing processes involved in product design, this specification will provide students with a thorough understanding of the most modern technical principles.

- Content considers wider influences on product design, including historical, social, cultural, environmental and economic factors, preparing students to engage in an increasingly technological world.
- Students study core technical, design and making principles through a broad range of design processes, materials, techniques and equipment, with chances to study specialist technical principles in greater depth.
- Effectively blends exam assessment and coursework to ensure theoretical knowledge and practical skills are equally rewarded.

Component	Subject Content	Assessment
<b>Paper 1</b> Technical, Designing and Making Principles	<ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Non-Exam Assessment</b> Design and Make Task	Practical application of: <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>	Students produce a prototype and portfolio of evidence. <ul style="list-style-type: none"> <li>• Approximately 30–35 hours</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> <li>• Marked by teachers, moderated by OxfordAQA</li> </ul>

#### Teaching resources on our website



- Specimen assessment materials
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Teaching guidance document
- Command words
- Subject-specific vocabulary

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#### International GCSE Design and Technology: Product Design

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# International GCSE Global Skills Projects

NEW



This qualification develops essential planning, research and report-writing skills through project-based learning, offering clear progression to A-level study and the International EPQ.

- A non-examined, standalone full GCSE incorporating both individual and group projects, with 120–140 recommended guided learning hours.
- For the group project, students are awarded marks based on their individual contribution.
- Leads on from the skills developed through Oxford International Curriculum Global Skills Projects and secures progression to the International EPQ.

Component	Subject Content	Weighting
<b>Individual project</b>	Students choose a topic that develops their own study area and/or an area of personal interest outside their main study programme.  Each student produces a research-based written report of approximately 2,500 words <b>or</b> an artefact with a written report of a minimum of 500 words.	60%
<b>Group sustainability action project</b>	Students work in groups on a sustainability-themed action project.  Each student produces a written report (maximum 2,000 words), detailing their individual contribution to the project.	40%

Students will use a range of communication skills and media to present outcomes and conclusions appropriate for a non-specialist audience.

## Teaching resources on our website



- Marked exemplars
- Scheme of work
- Switching guide
- Teaching guidance documents
- Taught skills handouts
- Frequently asked questions

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press

NEW



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### International GCSE Global Skills Projects

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“

The Global Skills Projects GCSE qualification aligns closely with our pedagogical emphasis on enquiry-based, interdisciplinary learning. Its focus on sustainability, independent research and reflective collaboration offers students not only academic challenge, but the opportunity to develop agency, citizenship and real-world impact.

”

GEC Academy, China



OXFORD AQA  
INTERNATIONAL EDUCATIONS



“

*One of the requirements to enrol on this degree course at Cairo University was achieving an A\* in A-level Biology, which is usually the hardest one, but OxfordAQA made it possible for me. Not only that, but now I have background information about most of the topics that I'm currently learning.*

”

**Amr Tamer**

OxfordAQA International A-level Biology student and Go Further Award winner, now studying at Cairo University, Egypt



# OxfordAQA

## International AS and A-levels

All OxfordAQA International AS and A-level qualifications are modular, with students sitting four or five units during the teaching period. This means that students do not have to sit every unit for the same level during the same exam series. Instead, students are able to take the exam when they feel most ready, giving them the best chance of success.

Students may also re-sit individual units any number of times, with the best result for each unit counting towards the final qualification.

English Language

English Literature

Mathematics

Further Mathematics

Biology

Chemistry

Physics

NEW

Chinese – First Language

Psychology

NEW

Sociology

Geography

Accounting

REVISED

Business

Economics

Computer Science

Extended Project Qualification

### Looking for more subjects?

As an approved OxfordAQA centre, you are able to choose from the wide range of AS and A-levels offered by AQA, if the equivalent qualification is not yet available from OxfordAQA. Visit the AQA website to see the full list of qualifications.

[aqa.org.uk](http://aqa.org.uk)

# International AS and A-level English Language



With exciting text- and data-based sources of language, students are introduced to the detailed study of English in its various forms and contexts. This specification covers topics relevant to modern life and work, and offers the flexibility of a coursework option.

- Effectively balances reading and writing, giving students the opportunity to both identify and utilize the styles of language appropriate for different contexts, genres and modes.
- Assessment methods reflect the styles adopted at university level, including data analysis, discursive essays, directed writing and research-based investigative writing, providing an ideal platform for higher education.
- The coursework option allows students to delve deeper into a topic of interest and develop research, analysis and report-writing skills.

Unit	Subject Content	Assessment
<b>AS Unit 1</b> Language and Context	<ul style="list-style-type: none"> <li><b>Section A:</b> Understanding texts</li> <li><b>Section B:</b> Directed writing</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>2 hours</li> <li>50 marks</li> <li>50% of AS-level</li> <li>20% of A-level</li> </ul>
<b>AS Unit 2</b> Language and Society	<ul style="list-style-type: none"> <li><b>Section A:</b> Language and social groups (texts)</li> <li><b>Section B:</b> Language and social groups (writing)</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>2 hours</li> <li>50 marks</li> <li>50% of AS-level</li> <li>20% of A-level</li> </ul>
<b>A-level Unit 3</b> Language Variation	<ul style="list-style-type: none"> <li><b>Section A:</b> Learning language</li> <li><b>Section B:</b> International English</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>2 hours 30 minutes</li> <li>50 marks</li> <li>30% of A-level</li> </ul>
<b>EITHER</b>		
<b>A-level Unit 4a</b> Language Exploration	<ul style="list-style-type: none"> <li>Investigating data</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>2 hours 30 minutes</li> <li>50 marks</li> <li>30% of A-level</li> </ul>
<b>OR</b>		
<b>A-level Unit 4b</b> Language Exploration	Students complete a language investigation of 2,500–3,000 words, including collecting and analysing their own data.	<b>Non-Exam Assessment</b> <ul style="list-style-type: none"> <li>50 marks</li> <li>30% of A-level</li> <li>Marked by teachers, moderated by OxfordAQA</li> </ul>

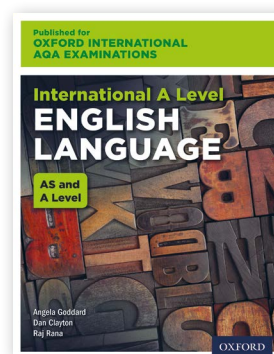
## Teaching resources on our website



- Specimen assessment materials
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- Marked exemplars
- Scheme of work
- Data Insights

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



## International AS and A-level English Language

**Print Student Book**  
978 019 837594 4

**Online Student Book**  
978 019 841198 7

**Print and 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 specification is designed to be accessible to non-native speakers of English.

- Texts are analysed through a literary concept such as 'dramatic tragedy' or 'literary representations', which encourages independent study of a range of texts and mirrors the way English Literature is taught at university level.
- Students approach literary texts through lenses of genre and theory, developing their wider cultural understanding and their skills of application.
- A coursework option at A2 allows the course to be tailored to students' individual strengths and interests.

Unit	Subject Content	Assessment
<b>AS Unit 1</b> Aspects of Dramatic Tragedy	<ul style="list-style-type: none"> <li>• <b>Section A:</b> Elizabethan and Jacobean tragedy</li> <li>• <b>Section B:</b> Later dramatic tragedy</li> </ul>	<ul style="list-style-type: none"> <li>• Closed-book written exam</li> <li>• 2 hours</li> <li>• 50 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>AS Unit 2</b> Place in Literary Texts	<ul style="list-style-type: none"> <li>• <b>Section A:</b> Prose</li> <li>• <b>Section B:</b> Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Open-book written exam</li> <li>• 2 hours</li> <li>• 50 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 3</b> Elements of Crime and Mystery	<ul style="list-style-type: none"> <li>• Drama and/or prose</li> </ul>	<ul style="list-style-type: none"> <li>• Closed-book written exam</li> <li>• 2 hours</li> <li>• 50 marks</li> <li>• 30% of A-level</li> </ul>
<b>EITHER</b>		
<b>A-level Unit 4a</b> Literary Representations	<ul style="list-style-type: none"> <li>• Unseen prose</li> <li>• Unseen poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Closed-book written exam</li> <li>• 2 hours 30 minutes</li> <li>• 50 marks</li> <li>• 30% of A-level</li> </ul>
<b>OR</b>		
<b>A-level Unit 4b</b> Literary Representations	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Prose</li> </ul> <p>Students will study one poetry and one prose text.</p>	<b>Non-Exam Assessment</b> <ul style="list-style-type: none"> <li>• Two essays of 1,250–1,500 words</li> <li>• 50 marks</li> <li>• 30% of A-level</li> <li>• Marked by teachers, moderated by OxfordAQA</li> </ul>

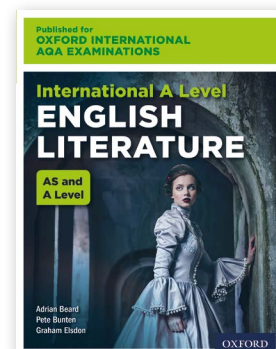
## Teaching resources on our website



- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Data Insights

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International AS and A-level English Literature

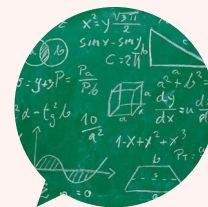
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# International AS and A-level Mathematics



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 and mathematical skills.
- Enables students to 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 maths-related university courses.

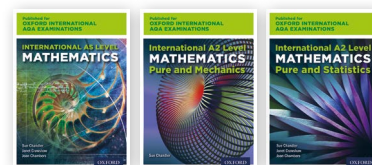
Unit	Subject Content	Assessment	 Calculator allowed in all exams
<b>AS Unit 1</b> Pure Maths 1	<ul style="list-style-type: none"> <li>Algebra</li> <li>Coordinate geometry</li> <li>Differentiation</li> <li>Integration</li> <li>Sequences and series</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 30 minutes</li> <li>80 marks</li> <li>50% of AS-level</li> <li>20% of A-level</li> </ul>	
<b>AS Unit 2</b> Pure Maths, Statistics and Mechanics 1	<ul style="list-style-type: none"> <li>Circle</li> <li>Trigonometry</li> <li>Exponential and logarithms</li> <li>Probability</li> <li>Discrete random variables</li> <li>Bernoulli and binomial distributions</li> <li>Motion</li> <li>Forces and Newton's Laws</li> <li>Momentum and impulse</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 30 minutes</li> <li>80 marks</li> <li>50% of AS-level</li> <li>20% of A-level</li> </ul>	
<b>A-level Unit 3</b> Pure Maths 2	<ul style="list-style-type: none"> <li>Algebra and functions</li> <li>Sequences and series</li> <li>Coordinate geometry</li> <li>Trigonometry</li> <li>Exponentials and logarithms</li> <li>Differentiation</li> <li>Integration</li> <li>Numerical methods</li> <li>Vectors</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>2 hours 30 minutes</li> <li>120 marks</li> <li>37.5% of A-level</li> </ul>	
<b>EITHER</b>			
<b>A-level Unit 4a</b> Statistics 2	<ul style="list-style-type: none"> <li>Continuous random variables</li> <li>Distribution</li> <li>Estimation</li> <li>Hypothesis testing</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 30 minutes</li> <li>80 marks</li> <li>22.5% of A-level</li> </ul>	
<b>OR</b>			
<b>A-level Unit 4b</b> Mechanics 2	<ul style="list-style-type: none"> <li>Mathematical modelling</li> <li>Kinematics</li> <li>Statics and forces</li> <li>Projectiles</li> <li>Work and energy</li> <li>Uniform circular motion</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 30 minutes</li> <li>80 marks</li> <li>22.5% of A-level</li> </ul>	

## Teaching resources on our website

- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Switching guide

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## Resources from Oxford University Press



### International AS-level Mathematics

#### Mathematics

Print Student Book	Online Student Book	Print and Online Pack
978 019 837596 8	978 019 841123 9	978 019 841122 2



### International A2-level Mathematics

#### Pure and Mechanics

Print Student Book	Online Student Book	Print and Online Pack
978 019 837598 2	978 019 841138 3	978 019 841137 6



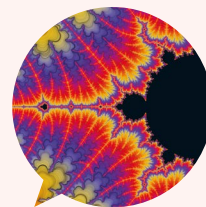
#### Pure and Statistics

Print Student Book	Online Student Book	Print and Online Pack
978 019 837597 5	978 019 841118 5	978 019 841117 8






# International AS and A-level Further Mathematics



**A rigorous additional A-level in maths, this specification provides extra challenge for students intending to progress to a maths-related degree.**

- Gives students the chance to cover additional topics to deepen their knowledge of mathematical principles in preparation for further education.
- Designed with an identical structure to the OxfordAQA International AS/A-level Mathematics specification to make co-teaching simple.
- Excellent preparation for mathematical entrance tests at top universities such as Oxford and Cambridge.

Unit	Subject Content	Assessment	 Calculator allowed in all exams
<b>AS Unit 1</b> Pure Maths 1	<ul style="list-style-type: none"> <li>Algebra and geometry</li> <li>Roots and coefficients of a quadratic equation</li> <li>Differentiation</li> <li>Trigonometry</li> <li>Calculus</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 30 minutes</li> <li>80 marks</li> <li>50% of AS-level</li> <li>20% of A-level</li> </ul>	
<b>AS Unit 2</b> Pure Maths, Statistics and Mechanics 1	<ul style="list-style-type: none"> <li>Transformations and graphs</li> <li>Probability and Bayes' Theorem</li> <li>Distribution</li> <li>Linear combinations of discrete random variables</li> <li>Velocity and dimensions</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 30 minutes</li> <li>80 marks</li> <li>50% of AS-level</li> <li>20% of A-level</li> </ul>	
<b>A-level Unit 3</b> Pure Maths 2	<ul style="list-style-type: none"> <li>Roots and polynomials</li> <li>Coordinates</li> <li>Series and limits</li> <li>Arc length and area of surface of revolution about the x-axis</li> <li>Hyperbolic functions</li> <li>Differential equations</li> <li>Vectors and 3-dimensional coordinate geometry</li> <li>Solution of linear equations</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>2 hours 30 minutes</li> <li>120 marks</li> <li>37.5% of A-level</li> </ul>	
<b>EITHER</b>			
<b>A-level Unit 4a</b> Statistics 2	<ul style="list-style-type: none"> <li>Moment generating functions</li> <li>Estimators and estimation</li> <li>Further hypothesis testing</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 30 minutes</li> <li>80 marks</li> <li>22.5% of A-level</li> </ul>	
<b>OR</b>			
<b>A-level Unit 4b</b> Mechanics 2	<ul style="list-style-type: none"> <li>Motion</li> <li>Projectiles</li> <li>Elastic strings and springs</li> <li>Collisions</li> <li>Differential equations</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 30 minutes</li> <li>80 marks</li> <li>22.5% of A-level</li> </ul>	

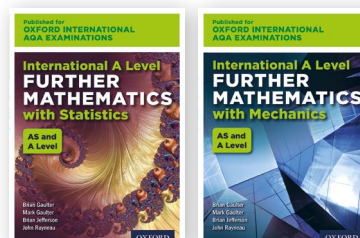
## Teaching resources on our website



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## Resources from Oxford University Press



### International AS and A-level Further Mathematics

#### With Statistics

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**Print and Online Pack**  
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#### With Mechanics

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# 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 test only subject knowledge, 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 rather than difficult-to-run assessed practicals.
- Each unit explores an overarching topic, such as diversity or disease, and enables students to see links between concepts to further their understanding.

Unit	Subject Content	Assessment
<b>AS Unit 1</b> The Diversity of Living Organisms	<ul style="list-style-type: none"> <li>• Biological molecules</li> <li>• Cells and cell structure</li> <li>• Cell transport</li> <li>• Gas exchange</li> <li>• Genetics</li> <li>• Protein synthesis</li> <li>• Species and taxonomy</li> <li>• Biodiversity</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 75 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>AS Unit 2</b> Biological Systems and Disease	<ul style="list-style-type: none"> <li>• Causes of disease</li> <li>• Defence against disease</li> <li>• The heart and blood circulation</li> <li>• Mass transport in plants</li> <li>• Plant disease</li> <li>• Mutation and cancer</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 75 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 3</b> Population and Genes	<ul style="list-style-type: none"> <li>• Biotic and abiotic effects on populations</li> <li>• Photosynthesis</li> <li>• Respiration</li> <li>• Energy transfer</li> <li>• Inheritance</li> <li>• Evolution and speciation</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 75 marks</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 4a</b> Control	<ul style="list-style-type: none"> <li>• Control systems in plants and animals</li> <li>• Receptors</li> <li>• Nerves and synapses</li> <li>• Effectors</li> <li>• Homeostasis</li> <li>• Hormones</li> <li>• Heart rate</li> <li>• Transcription and translation</li> <li>• Recombinant DNA technology</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 75 marks</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 5</b> Synoptic Paper	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 75 marks</li> <li>• 20% of A-level</li> </ul>

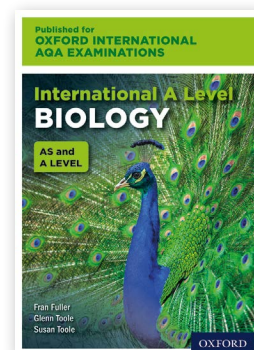
## Teaching resources on our website



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## Resources from Oxford University Press



### International AS and A-level Biology

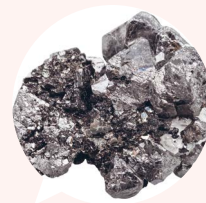
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# International AS and A-level Chemistry



**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 test only subject knowledge, 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 rather than difficult-to-run assessed practicals.
- Students complete ten required practicals, designed to develop key practical skills and deepen subject knowledge, all supported by the practical handbook, which provides guidance for students and teachers.

Unit	Subject Content	Assessment
<b>AS Unit 1</b> Inorganic 1 and Physical 1	<ul style="list-style-type: none"> <li>• Atoms</li> <li>• Bonding</li> <li>• Energetics</li> <li>• Oxidation, reduction and redox equations</li> <li>• Periodicity</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 70 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>AS Unit 2</b> Organic 1 and Physical 1	<ul style="list-style-type: none"> <li>• Kinetics</li> <li>• Chemical equilibria</li> <li>• Organic chemistry</li> <li>• Alkanes, alkenes and alcohols</li> <li>• Organic analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 70 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 3</b> Inorganic 2 and Physical 2	<ul style="list-style-type: none"> <li>• Thermodynamics</li> <li>• Electrodes and electrochemical cells</li> <li>• Acids and bases</li> <li>• Period 3 elements</li> <li>• Transition metals</li> <li>• Ion reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 21% of A-level</li> </ul>
<b>A-level Unit 4</b> Organic 2 and Physical 2	<ul style="list-style-type: none"> <li>• Rate equations</li> <li>• Optical isomerism</li> <li>• Aldehydes and ketones</li> <li>• Carboxylic acids</li> <li>• Aromatic chemistry</li> <li>• Amines, polymers and amino acids</li> <li>• Organic synthesis</li> <li>• Nuclear magnetic resonance spectroscopy</li> <li>• Chromatography</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 21% of A-level</li> </ul>
<b>A-level Unit 5</b> Synoptic Paper	Any part of the specification may be assessed.	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 25 minutes</li> <li>• 60 marks</li> <li>• 18% of A-level</li> </ul>

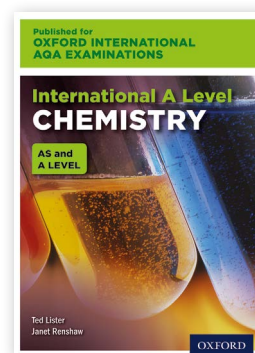
## Teaching resources on our website



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## Resources from Oxford University Press



### International AS and A-level Chemistry

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# International AS and A-level Physics



**Designed to prepare students for university study, this specification covers every topic that universities expect students to have a grounding in.**

- Our papers are carefully designed to test only subject knowledge, 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 rather than difficult-to-run assessed practicals.
- Carefully balanced depth and breadth of content includes topics with contemporary and international relevance, such as renewable energy.

Unit	Subject Content	Assessment
<b>AS Unit 1</b> Mechanics, Materials and Atoms	<ul style="list-style-type: none"> <li>• Measurements and their errors</li> <li>• Mechanics and materials</li> <li>• Particles, radiation and radioactivity</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 80 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>AS Unit 2</b> Electricity, Waves and Particles	<ul style="list-style-type: none"> <li>• Electricity</li> <li>• Oscillations and waves</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 80 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 3</b> Fields and their Consequences	<ul style="list-style-type: none"> <li>• Circular and periodic motion</li> <li>• Gravitational fields and satellites</li> <li>• Electric fields and capacitance</li> <li>• Exponential change</li> <li>• Magnetic fields</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 80 marks</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 4</b> Energy and Energy Resources	<ul style="list-style-type: none"> <li>• Thermal physics</li> <li>• Nuclear energy</li> <li>• Energy sources</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 80 marks</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 5</b> Synoptic Paper and Physics in Practice	<ul style="list-style-type: none"> <li>• Practical and analytical skills</li> </ul> <p>Any part of the specification may be assessed.</p>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 80 marks</li> <li>• 20% of A-level</li> </ul>

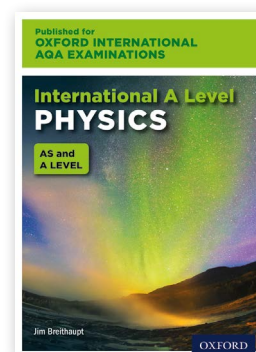
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- Switching guide
- Data Insights

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## Resources from Oxford University Press



### International AS and A-level Physics

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# International AS and A-level Chinese – First Language

NEW



Expands students' cultural knowledge while developing their language skills.

- The modular qualification structure ensures a flexible approach to assessment, with literature split across two papers so students have ample opportunity to demonstrate the best of their abilities.
- Students will study texts by familiar authors, with minimal changes to the set texts list each year.
- Listening is covered at AS to provide a more rounded Chinese language and literature assessment, rather than placing sole emphasis on reading and writing.

Unit	Subject Content	Assessment
<b>AS Unit 1</b> Listening and Writing	<ul style="list-style-type: none"> <li>Understanding and responding to different types of spoken language</li> <li>Communicating effectively in writing for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 15 minutes</li> <li>50 marks</li> <li>50% of AS-level</li> <li>20% of A-level</li> </ul>
<b>AS Unit 2</b> Reading	<ul style="list-style-type: none"> <li>Understanding and responding to different types of written language</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 45 minutes</li> <li>50 marks</li> <li>50% of AS-level</li> <li>20% of A-level</li> </ul>
<b>A-level Unit 3</b> Short-form Literature and Writing	One question from each section: <ul style="list-style-type: none"> <li><b>Section A:</b> Choice between a poem or a short story question</li> <li><b>Section B:</b> Communicating effectively in writing to produce an open letter</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>2 hours</li> <li>60 marks</li> <li>30% of A-level</li> </ul>
<b>A-level Unit 4</b> The Novel and Writing	One question from each section: <ul style="list-style-type: none"> <li><b>Section A:</b> Choice of one of three specified novels</li> <li><b>Section B:</b> Communicating effectively in writing to produce a narrative</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>2 hours</li> <li>60 marks</li> <li>30% of A-level</li> </ul>

This qualification is taught through five themes:

- 1 Society
- 2 Education and work
- 3 Culture
- 4 Science and technology
- 5 Global dimension

## Teaching resources on our website



- Specimen assessment materials
- Past papers and mark schemes
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- Scheme of work
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- Switching guide

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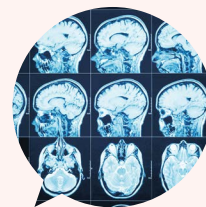
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# International AS and A-level Psychology



Combining theory and application to provide an accessible, topic-based approach, this specification develops skills valued by universities and employers, such as critical analysis and independent thinking.

- Topics are selected for their engaging content and universal relevance, for example, the psychology of sleep and the psychology of the workplace.
- Research methods are taught at both AS and A2, familiarizing students with the use and interpretation of data – excellent preparation for university study.
- Course structure encourages students to identify and interpret connections between scientific theory and everyday situations, providing a holistic approach that develops skills of application and critical thinking.

Unit	Subject Content	Assessment
<b>AS Unit 1</b> Introductory Topics in Psychology	<ul style="list-style-type: none"> <li>• Memory</li> <li>• Social psychology</li> <li>• Psychopathology</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 90 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>AS Unit 2</b> Biopsychology, Development and Research Methods 1	<ul style="list-style-type: none"> <li>• Biopsychology</li> <li>• Cognitive development</li> <li>• Research methods 1</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 90 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 3</b> Advanced Topics and Research Methods 2	<ul style="list-style-type: none"> <li>• Psychology of sleep</li> <li>• Schizophrenia</li> <li>• Research methods 2</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 90 marks</li> <li>• 30% of A-level</li> </ul>
<b>A-level Unit 4</b> Approaches and Application	<ul style="list-style-type: none"> <li>• Scientific approaches in psychology</li> <li>• Issues and debates in psychology</li> <li>• Applied psychology: work and the individual</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 90 marks</li> <li>• 30% of A-level</li> </ul>

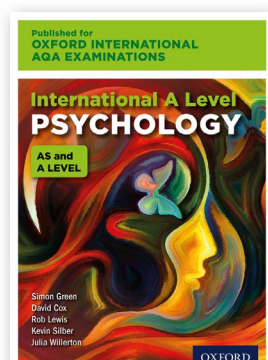
## Teaching resources on our website



- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Teaching guidance document
- Teaching guidance video

For a full list of resources, visit the resources page on our website.

## Resources from Oxford University Press



### International AS and A-level Psychology

**Print Student Book**  
978 019 841754 5

**Online Student Book**  
978 019 841756 9

**Print and Online Pack**  
978 019 841759 0



# International AS and A-level Sociology NEW



**An engaging specification with culturally relevant, contemporary topics – designed for international students to develop their critical thinking skills and prepare them for university study.**

- Emphasizes bringing sociology to life through application of a student's own experience, by encouraging them to use examples from their own society or a society they are familiar with.
- The modular approach to assessment offers flexibility, allowing students multiple opportunities to showcase their strengths.
- Balances the study of the foundations of sociology with recent developments to help students grasp the complexities of social life and social change.

Unit	Subject Content	Assessment
<b>AS Unit 1</b>	<ul style="list-style-type: none"> <li>• Families</li> <li>• Research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 60 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>AS Unit 2</b>	<ul style="list-style-type: none"> <li>• Socialization and social control</li> <li>• Research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 60 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 3</b>	<ul style="list-style-type: none"> <li>• People and development</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 50 marks</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 4</b>	<ul style="list-style-type: none"> <li>• People and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 50 marks</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 5</b>	<ul style="list-style-type: none"> <li>• People and technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 50 marks</li> <li>• 20% of A-level</li> </ul>

## Teaching resources on our website



- Specimen assessment materials
- Scheme of work
- Switching guide
- Teacher Guide
- Marked exemplars
- Command words
- Subject-specific vocabulary
- Data Insights

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## Resources from Oxford University Press

**NEW**



Cover images not final

### International AS-level Sociology

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978 138 207597 8

### International A2 Sociology

**Print Student Book**  
978 138 207583 1

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# International AS and A-level Geography



This specification emphasizes 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.

- Relevant to students from all cultural and ethnic backgrounds through a focus on defining topics of today's world, including 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.
- Students are encouraged to identify and investigate the connections between physical and human geography, enabling them to develop a broad knowledge of a range of topics to prepare them for further study and everyday life.

Unit	Subject Content	Assessment
<b>AS Unit 1</b> Physical Geography 1	<ul style="list-style-type: none"> <li>• Living with hazards</li> <li>• Hot desert systems and landscapes <b>or</b> Coastal systems and landscapes</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 50% of AS-level 20% of A-level</li> </ul>
<b>AS Unit 2</b> Human Geography 1	<ul style="list-style-type: none"> <li>• Global systems and governance</li> <li>• Resource security</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 50% of AS-level 20% of A-level</li> </ul>
<b>A-level Unit 3</b> Physical Geography 2	<ul style="list-style-type: none"> <li>• Water, carbon and life on Earth</li> <li>• Ecosystems under stress</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 4</b> Human Geography 2	<ul style="list-style-type: none"> <li>• Changing places</li> <li>• People and contemporary urban environments</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 5</b> Fieldwork and Geographical Skills	<ul style="list-style-type: none"> <li>• Fieldwork skills</li> <li>• Geographical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 60 marks</li> <li>• 20% of A-level</li> </ul>

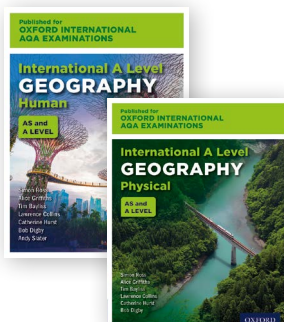
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- Data Insights
- Teaching guidance document
- Teaching guidance video
- Command words

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## Resources from Oxford University Press



### International AS and A-level Geography

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Online Student Book  
978 019 841738 5

Print and Online Pack  
978 019 841741 5



**Physical**  
Print Student Book  
978 019 841742 2

Online Student Book  
978 019 841744 6

Print and Online Pack  
978 019 841747 7



# International AS and A-level Accounting



**With an emphasis on applying knowledge and understanding to practical contexts, this specification prepares students to take on the challenges accountants face in the workplace.**

- Content is grounded in professional relevance, meaning students are equipped with the necessary skills to thrive in further education and employment.
- The modular qualification structure ensures a flexible approach to assessment, so students have ample opportunity to demonstrate the best of their abilities.
- Builds on the skills developed in the OxfordAQA International GCSE Accounting qualification to provide a cohesive learning journey.

Unit	Subject Content	Assessment
<b>AS Unit 1</b> Introduction to Financial Accounting	<ul style="list-style-type: none"> <li>• An introduction to the role of the accountant in business</li> <li>• Types of business organization</li> <li>• The double entry model</li> <li>• Verification of accounting records</li> <li>• Accounting concepts used in the preparation of accounting records</li> <li>• Preparation of financial statements of sole traders</li> <li>• Analysis and evaluation of financial information</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 80 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>AS Unit 2</b> Financial and Management Accounting	<ul style="list-style-type: none"> <li>• An introduction to the role of the accountant in business</li> <li>• Types of business organization</li> <li>• The double entry model</li> <li>• Limited company accounts</li> <li>• Analysis and evaluation of financial information</li> <li>• Budgeting</li> <li>• Marginal costing</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 80 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 3</b> Financial Accounting	<ul style="list-style-type: none"> <li>• Accounting for organizations with incomplete records</li> <li>• Partnership accounts</li> <li>• Accounting for limited companies</li> <li>• Manufacturing accounts</li> <li>• Clubs and non-profit-making organizations</li> <li>• Interpretation, analysis and communication of accounting information</li> <li>• The impact of ethical considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours 15 minutes</li> <li>• 90 marks</li> <li>• 30% of A-level</li> </ul>
<b>A-level Unit 4</b> Accounting for Analysis and Decision Making	<ul style="list-style-type: none"> <li>• Standard costing and variance analysis</li> <li>• Absorption and activity-based costing</li> <li>• Capital investment appraisal</li> <li>• Accounting for limited companies</li> <li>• Interpretation, analysis and communication of accounting information</li> <li>• The impact of ethical considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours 15 minutes</li> <li>• 90 marks</li> <li>• 30% of A-level</li> </ul>

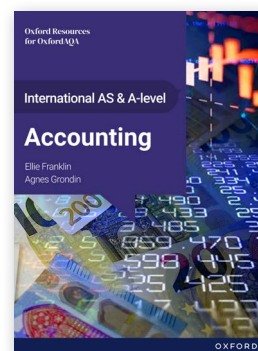
## Teaching resources on our website



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- Data Insights

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## Resources from Oxford University Press



### International AS and A-level Accounting

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# International AS and A-level Business

REVISED



Revised for first teaching from September 2026, this is a relevant, engaging specification that introduces students to the critical elements of business strategy and analysis to support their progression to further education and employment.

- Contemporary content includes digital technology, business ethics and internationalization to ground students' understanding in the modern business world.
- Themed papers help make revision easier, while the variety of question types develop students' abilities to analyse data, think critically and make informed decisions.
- Following feedback from schools, each A2 paper has separate topics and a simplified structure, with all questions based on case studies.

Unit	Subject Content	Assessment
<b>AS Unit 1</b> Business and Markets	<ul style="list-style-type: none"> <li>What is business?</li> <li>Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 15 minutes</li> <li>60 marks</li> <li>50% of AS-level</li> <li>20% of A-level</li> </ul>
<b>AS Unit 2</b> Managing Operations, Human Resources and Finance	<ul style="list-style-type: none"> <li>Operational performance</li> <li>Human resources</li> <li>Finance</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 15 minutes</li> <li>60 marks</li> <li>50% of AS-level</li> <li>20% of A-level</li> </ul>
<b>A-level Unit 3</b> Business Analysis	<ul style="list-style-type: none"> <li>Mission, objectives and strategy</li> <li>Analysing the existing internal position of a business</li> <li>Analysing the industry environment</li> <li>Analysing the external environment to assess opportunities and threats</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 45 minutes</li> <li>80 marks</li> <li>30% of A-level</li> </ul>
<b>A-level Unit 4</b> Strategy	<ul style="list-style-type: none"> <li>Strategic options</li> <li>Strategic positioning</li> <li>Deciding on a strategic investment</li> <li>Types of strategies</li> <li>Implementing a strategy</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>1 hour 45 minutes</li> <li>80 marks</li> <li>30% of A-level</li> </ul>

## Teaching resources on our website



- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights

For a full list of resources, visit the resources page on our website.

This revised specification is available for first teaching from September 2026, with first AS exams in May/June 2027 and first A2 exams in May/June 2028. Please see our website for more information.

## Resources from Oxford University Press

NEW



Cover images not final

### International AS-level Business – 2nd edition

**Print Student Book**  
978 138 207595 4

Updated to reflect the changes to the specification.

### International A2 Business – 2nd edition

**Print Student Book**  
978 138 207581 7

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# International AS and A-level Economics



Reflecting recent developments in international economics, this specification has 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 support students, including multiple-choice and scaffolded long-answer questions.
- A clear separation between micro and macroeconomics, alongside a well-defined outline of what students are expected to know, means teachers can prepare students effectively for exams.
- Students develop their competence in applying qualitative techniques, logical thinking and decision making, equipping them with the necessary skills for university study.

Unit	Subject Content	Assessment
<b>AS Unit 1</b> The Operation of Markets, Market Failure and the Role of Government	<ul style="list-style-type: none"> <li>• The economic problem and methodology</li> <li>• How markets work</li> <li>• An introduction to production, costs, revenue and profit</li> <li>• Competitive and concentrated markets</li> <li>• Market failure and government intervention in markets</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of AS-level 20% of A-level</li> </ul>
<b>AS Unit 2</b> The National Economy in a Global Environment	<ul style="list-style-type: none"> <li>• The measurement of macroeconomic performance</li> <li>• How the macroeconomy works</li> <li>• Economic performance</li> <li>• Macroeconomic policy</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of AS-level 20% of A-level</li> </ul>
<b>A-level Unit 3</b> The Economics of Business Behaviour and the Distribution of Income	<ul style="list-style-type: none"> <li>• The objectives of individuals and firms</li> <li>• Costs, revenue and profits</li> <li>• Perfect competition, imperfectly competitive markets and monopoly</li> <li>• The labour market</li> <li>• Poverty and inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 90 marks</li> <li>• 30% of A-level</li> </ul>
<b>A-level Unit 4</b> Economic Development and the Global Economy	<ul style="list-style-type: none"> <li>• Globalization and trade</li> <li>• The balance of payments, exchange rates and financial markets</li> <li>• Economic growth and development</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hours</li> <li>• 90 marks</li> <li>• 30% of A-level</li> </ul>

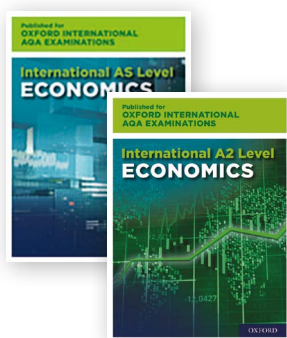
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- Switching guide
- Data Insights
- Teaching guidance document

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## Resources from Oxford University Press



### International AS-level Economics

**Print Student Book**  
978 138 200685 9

**Online Student Book**  
978 138 200686 6

**Print and Online Pack**  
978 138 200684 2



### International A2-level Economics

**Print Student Book**  
978 138 200679 8

**Online Student Book**  
978 138 200680 4

**Print and Online Pack**  
978 138 200678 1



# International AS and A-level Computer Science



Through a practical approach that balances traditional and contemporary computing methodologies with programming, this specification provides students with the skills needed for advanced computer science studies.

- Places on-screen programming at the core of the curriculum to develop students' skills in preparation for university and the workplace.
- Continues the choice of programming languages (Python 3, Visual Basic or C#) from International GCSE to ensure a coherent learning experience and understanding of familiar, globally relevant systems.
- Offers a seamless transition from International GCSE through shared assessment objectives and familiar assessment structures.

Unit	Subject Content	Assessment
<b>AS Unit 1</b> Programming	<ul style="list-style-type: none"> <li>• Procedural programming</li> <li>• Fundamental data structures</li> <li>• Program design</li> <li>• Searching and sorting algorithms</li> </ul>	<ul style="list-style-type: none"> <li>• On-screen exam available in Python 3, Visual Basic or C#</li> <li>• 2 hours</li> <li>• 75 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>AS Unit 2</b> Concepts and Principles of Computer Science	<ul style="list-style-type: none"> <li>• Representing data</li> <li>• Computer systems</li> <li>• Computer organization and architecture</li> <li>• Machine code and assembly language</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 75 marks</li> <li>• 50% of AS-level</li> <li>• 20% of A-level</li> </ul>
<b>A-level Unit 3</b> Advanced Programming	<ul style="list-style-type: none"> <li>• Procedural programming</li> <li>• Fundamental data structures</li> <li>• Program design</li> <li>• Object-oriented and additional programming</li> <li>• Advanced data structures</li> <li>• Advanced algorithms</li> </ul>	<ul style="list-style-type: none"> <li>• On-screen exam available in Python 3, Visual Basic or C#</li> <li>• 2 hours 30 minutes</li> <li>• 90 marks</li> <li>• 30% of A-level</li> </ul>
<b>A-level Unit 4</b> Advanced Concepts and Principles of Computer Science	<ul style="list-style-type: none"> <li>• Functional programming</li> <li>• Theory of computation</li> <li>• Networking and cybersecurity</li> <li>• Databases</li> <li>• Artificial intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 30 minutes</li> <li>• 75 marks</li> <li>• 30% of A-level</li> </ul>

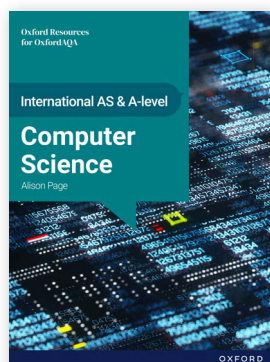
## Teaching resources on our website



- Specimen assessment materials
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Command words
- Subject-specific vocabulary

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# International Extended Project Qualification (EPQ)



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

- Based on the domestic UK EPQ taken by 40,000 students in England each year, the OxfordAQA International EPQ can be taken as a supplement to students' A-levels to help them stand out in university applications.
- Teachers assign a mark for each assessment objective and submit the overall mark to OxfordAQA for moderation, making it easier to assess students' performance on each component of the project.
- Students develop transferable skills that aid their performance in their A-levels.

Assessment Objectives		Weighting
<b>AO1</b> Selection of topic	Choose an area of interest, devise clear 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, organize and scrutinize 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 complete the project: a 5,000-word report <b>or</b> an artefact with an accompanying 1,000-word report, both with references and bibliography.  Use a range of communication skills and media to present outcomes and conclusions appropriate for a non-specialist audience.	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%
Students will complete a production log for assessment that provides evidence of all stages of project development and production.		

The OxfordAQA International EPQ is marked out of 60, with an individual mark assigned to each assessment objective. Projects are marked by the teacher and moderated by OxfordAQA. It is graded at the same standard as an International A2 and is equivalent to half an A-level.

## Project Q: free trial for OxfordAQA schools

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Project Q makes delivering the EPQ simple, replacing paper forms and folders of documents with an easy-to-use online platform.

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“

*The support of the OxfordAQA team has been amazing – they are available all the time to respond to all of your requests and your questions.*

”

**Osama Aboelnour**

University lecturer and teacher, International Schools, Egypt





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