

Oxford International Programme

Prospectus 2026-27



Oxford
International
Curriculum

OXFORD AQA
INTERNATIONAL QUALIFICATIONS

Foreword

The future our students will inherit is full of opportunity, but also constant change. From emerging technologies that are reshaping the way we work, learn and live, to global challenges such as climate change and geopolitical uncertainty, young people need more than knowledge alone. They need curiosity, resilience and the confidence to adapt, collaborate and think critically in a changing world.

We designed the **Oxford International Programme** with this future in mind, helping students succeed in school and thrive beyond it. Through our curriculum and qualifications, the programme provides a coherent pathway for learners aged 2–19, offering a culturally relevant and accessible international education for diverse learners around the world.

Central to the programme and valued by schools globally are wellbeing, sustainability and project-based learning, helping students make meaningful connections between what they learn and the world around them. Through these experiences, learners develop the skills to navigate complexity, think critically and shape a better future. The programme also supports the development of important real-world capabilities like financial and data literacy, with dedicated resources for younger learners (see page 40).

We continue to strengthen the programme with new initiatives, tools and services in response to your feedback. Recent developments include improvements in how we deliver OxfordAQA exams (see page 44), the introduction of new AI tools to support lesson planning and resource creation (see page 41) and welcoming the first cohort sitting the Oxford International Standardized Assessments (see page 26).

We also continue to grow our Professional Learning programme – giving teachers and leaders more support and training to excel in their teaching (see page 10). And we are expanding our regional support teams – ensuring you have the support you need, when you need it.

By building a culture of wellbeing, a lifelong love of learning, and strong foundations for academic success, we are working with you to nurture confident, capable and compassionate young people who are equipped to thrive in exams and beyond.



Alex Sykes
Managing Director,
Oxford International Education



Andrew Coombe
Managing Director,
OxfordAQA

The world is our classroom.
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

Oxford International Programme – *what's new?*

Education never stops moving and neither do we! We're continually evolving our curriculum, qualifications, assessments, resources and digital tools to help schools deliver exceptional outcomes.

Improvements to OxfordAQA exam delivery

You asked, we listened. We're introducing important enhancements to OxfordAQA exam delivery, including an additional October/November International AS and A-level exam series and earlier results for May/June exams.

Find out more about these and other exciting developments on page 44

New October/
November
AS and A-level
exam series

Earlier
results for
May/June
exams

Oxford International Standardized Assessments now available

Following a highly successful launch, Oxford International Standardized Assessments are now supporting schools worldwide with reliable insights that help teachers monitor progress and inform learning.

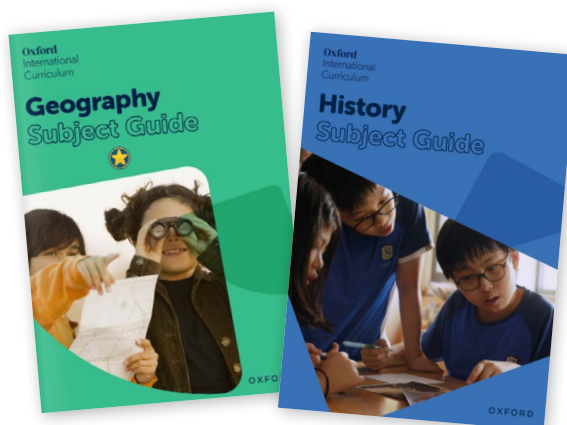


Find out more on page 26

New subjects for Primary and Lower Secondary

The Oxford International Curriculum subject offering continues to grow. Geography joined the curriculum in 2026, followed by History in 2027, expanding opportunities for learners to explore the humanities.

Find out more on pages 33 and 35



New and revised qualifications

Our OxfordAQA qualifications portfolio continues to expand, offering schools even more pathways to success across International GCSEs, AS and A-levels.



OxfordAQA International GCSEs

- Bangla – new
- Computer Science – revised
- Digital and Information Technology – new
- Mathematics – revised
- Additional Mathematics – new

Find out more on page 53

OxfordAQA International AS and A-Levels

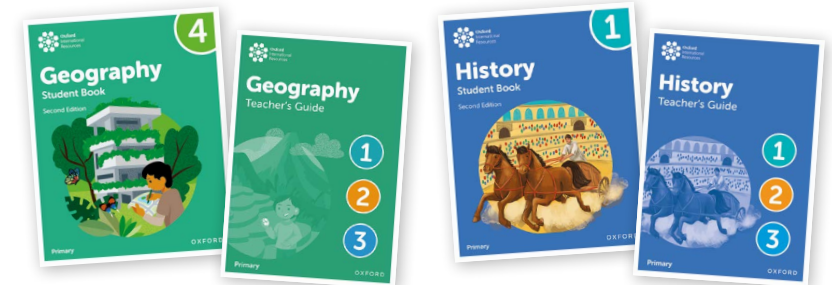
- Mathematics – revised
- Further Mathematics – revised
- English Literature – revised

Find out more on page 83

New resources

Our comprehensive new resources for Primary Geography and History support the Oxford International Curriculum.

We also have new Student Books and digital teaching resources for OxfordAQA International GCSEs, AS and A-levels, fully aligned to the new qualifications.



International GCSEs

- Arabic – First Language
- Bangla
- Chinese – First Language
- Computer Science
- Digital and Information Technology
- English Literature
- Global Skills Projects
- History
- Mathematics
- Additional Mathematics
- Sociology



International AS and A-Levels

- Business
- Chinese – First Language
- English Literature
- Mathematics
- Further Mathematics
- Sociology



Plan Assist now available in Kerboodle

Create teaching and planning materials more efficiently with **Plan Assist**, a new AI tool, now available for Oxford International Lower Secondary and OxfordAQA resources within Kerboodle.

Find out more on page 41

International education that goes *further*

A holistic approach for students aged 2–19 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.

Oxford International Programme



Early Years
2–5 years



Primary
5–11 years



**Lower
Secondary**
11–14 years



**International
GCSEs**
14–16 years



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

The **Oxford International Curriculum** provides a coherent and consistent learning journey from Early Years through to the end of Lower Secondary, ensuring smooth progression at every stage. It offers a structured yet flexible pathway that supports skill development over time – from simple concepts to more challenging learning – while allowing teachers to adapt content to local contexts and student needs.

Supported by clear teaching guidance and high-quality resources and assessment (including our new Oxford International Standardized Assessments), the curriculum fosters rich learning environments, building confidence across subjects and developing key academic and lifelong skills.

This strong foundation prepares students to transition seamlessly to OxfordAQA qualifications.

Our globally recognized **OxfordAQA** International GCSEs, AS and A-levels combine rigorous subject knowledge with higher-order critical thinking skills, encouraging curiosity, independent thinking and a deeper understanding of the world.

Delivered through 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, these qualifications reflect over a century of educational expertise and a deep understanding of international learners.

Our student-focused approach ensures we only ever test subject ability and always use clear language and culturally relevant contexts, ensuring every learner has the best possible opportunity to demonstrate their ability and progress confidently in their studies, careers and life.



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 International GCSEs and A-levels – 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. See page 42 for more information.

Plus, you can trust that you are choosing a curriculum and qualifications that are aligned with international standards – with the Oxford International Curriculum's 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 Professional Learning.

Throughout your implementation journey, your school will be supported by our dedicated Success team, who work alongside school leaders and teachers to guide your onboarding, provide platform walkthroughs and answer any general questions to help you make the most of the programme.

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.

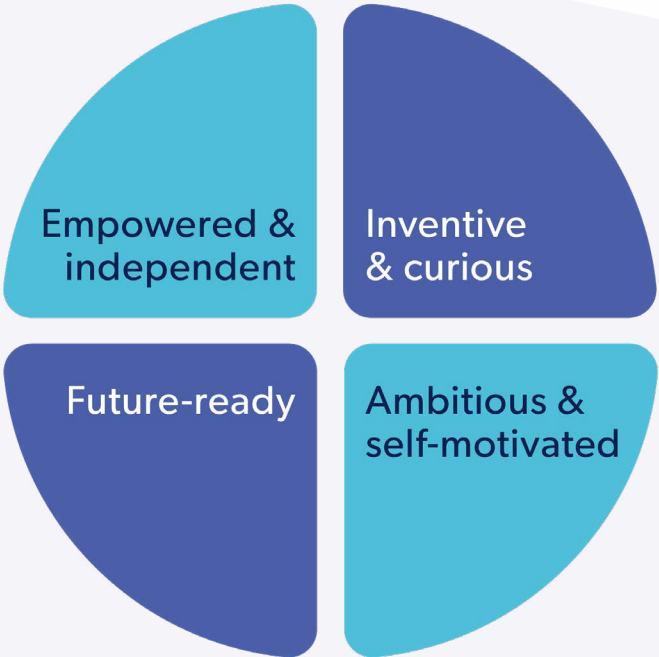
Developing learners for life

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.

This vision is reflected in our learner attributes, which are woven throughout the curriculum. 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:



Develop real-world skills through *project-based learning*

Project-based learning equips students with the global and transferable skills needed for academic, personal and career success. Through active, enquiry-based learning, students build a range of skills – including creativity, collaboration, communication and critical thinking – at every stage of their educational journey.

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.

The Oxford International Curriculum and OxfordAQA qualifications work together to prepare students for success beyond the classroom.

While the curriculum builds strong academic foundations alongside the global skills needed to thrive in real-world situations, OxfordAQA extends this journey through student-led project qualifications that foster independent thinking, research skills and innovation. Taken alongside other International GCSEs, AS and A-levels, this integrated approach enables schools to blend academic rigour with independent learning, supporting students to develop the knowledge, skills and confidence they need for university and the workplace.

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, from developing core skills at Primary to practical and academic skills for A-levels and beyond.

Self-regulated learning skills

Project-based learning fosters independence and agency. Students take ownership of their studies, helping them become reflective, self-directed learners.

Increased motivation

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

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.

PRIMARY / LOWER SECONDARY

Sustainability

The Oxford International Curriculum for Sustainability inspires learners and teachers to work towards a better future by developing the knowledge, skills and attitudes needed to live more sustainably. Through exploring nature-inspired solutions, caring for local environments and taking responsibility for their actions, students learn how to make meaningful change in the world around them. See page 34 for more information.

Global Skills Projects

The Oxford International Curriculum for Global Skills Projects develops the essential skills learners need to succeed in a rapidly changing world. Through enquiry-led, student-driven learning, students build curiosity, critical thinking and problem-solving skills, while strengthening their ability to communicate effectively and reflect on their own learning. This course provides the perfect foundation for the International GCSE. See page 38 for more information.

INTERNATIONAL GCSE

International GCSE Global Skills Projects

Our 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. See page 71 for more information.

INTERNATIONAL A-LEVEL

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. See page 93 for more information.

“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)

Practical and robust PD supports the implementation of project-based learning – see pages 20 and 50 for more information



Professional Learning at every stage

Lifelong learning and curiosity are central to our approach, for both educators and the students they inspire. The Oxford International Programme offers pedagogical and subject-specific Professional Learning designed to enhance teaching practice and learner outcomes.

From Early Years to International A-levels, our research-informed Professional Learning supports educators at every stage of the Oxford International Programme. Tailored to the unique needs of each phase, our offer combines structured Professional Development, self-directed learning, expert guidance and collaborative opportunities to strengthen teaching practice, support effective implementation and improve learner outcomes.



“The session was well-organized, relevant to our teaching context, and offered clear, practical strategies we can apply in school. The trainer engaged participants effectively and addressed our questions thoughtfully.”

Science Coordinator
Bangladesh

“Given the complexity and rapid evolution of educational demands, workshops like these are invaluable. They serve as a bridge between current practices and future needs, helping educators stay ahead of the curve.”

Academic Coordinator
India

Deliver the Oxford International Programme with confidence

Early Years	Primary	Lower Secondary	International GCSEs	International A-levels
Professional Learning for Early Years, focusing on play-based learning, enabling environments and effective assessment	Pedagogical and subject-specific Professional Learning for Primary and Lower Secondary, centred on enquiry-based teaching and learning, a learner-centred approach with wellbeing at its heart, place-based education, and skills development through project-based learning		Pedagogical and subject-specific Professional Learning led by Senior Examiners and subject experts, supporting assessment and effective teaching and learning as well as exams administration	
Whole-school implementation training Foundational sessions introducing the Oxford International Curriculum framework and key approaches to teaching and learning			Online training support: a range of online courses, led by Senior Examiners, exploring every aspect of teaching and assessing OxfordAQA qualifications, from teaching and assessment to exams admin	
Professional Development programme Research-informed learning pathways for Early Years, Primary, Lower Secondary and school leaders, with a combination of expert-led, self-directed and peer learning: • Self-access eLearning: engaging, self-directed learning through our state-of-the-art Learning Management System • Live webinars and workshops: pedagogical, curriculum and subject-specific Professional Learning delivered by curriculum authors and subject experts • Advanced Professional Learning with Elevate: Training for Trainers (T4T): developing leaders who champion Professional Learning within their schools • Regional events: connecting, collaborating and building community			Professional Development: built on the latest developments in neuroscience and cognitive development, to empower teachers to deliver OxfordAQA qualifications with confidence	
			Senior Examiner clinics: on-request meetings with Senior Examiners to discuss specific aspects of our curricula and assessments, giving you direct advice and guidance from trusted experts	
			Subject workshops: face-to-face training sessions, led by subject experts or Senior Examiners, providing critical insights into delivering key elements of a qualification	
Annual global schools conference: bringing together educators from around the world to explore emerging themes and share innovative practice				

Dedicated webinars to support progression from Lower Secondary to International GCSEs

See pages 20 and 50 for more information



Be part of the Oxford International Programme community

Attend our conferences, global events, webinars and workshops to share best practice and engage with a supportive, future-focused and like-minded community of educators.

The right assessment at the *right time*

The Oxford International Programme provides a clear, structured assessment journey designed to support learners at every stage of their education.

As students progress, education evolves with them – from observation and play-based learning in the Early Years, through written and digital assessments, to globally recognized International GCSE and A-level qualifications. Each stage is designed to provide meaningful evidence of learning while preparing students for future success. Like you, we believe in the right assessment at the right time.



Observation and play-based learning

In the Early Years, children demonstrate what they know, understand and can do through play, exploration and everyday learning experiences. Observation enables teachers to capture progress in authentic, meaningful situations and provide ongoing support for each learner's development.



Written assessments

Throughout Primary and Lower Secondary, end-of-unit (through courseware) and end-of-year assessments help teachers monitor progress against curriculum expectations and identify next steps. These assessments provide both formative insights to support learning and summative evidence of achievement over time.



Digital assessments

Our new Oxford International Standardized Assessments provide structured, internationally benchmarked assessment at key stages in a learner's journey. The results offer valuable insights into student attainment, helping schools understand achievement while informing future teaching and learning.

Another tool we offer is Testbase – an online test-maker that allows teachers to create bespoke quizzes for the Primary and Lower Secondary years, focusing on the core areas of learning for their class.



International qualifications

OxfordAQA International GCSEs, AS and A-levels enable students to demonstrate their knowledge, skills and understanding through rigorous, internationally recognized qualifications that prepare them for future study and employment.

These high-stakes assessments provide students with trusted, externally validated outcomes that are recognized worldwide.



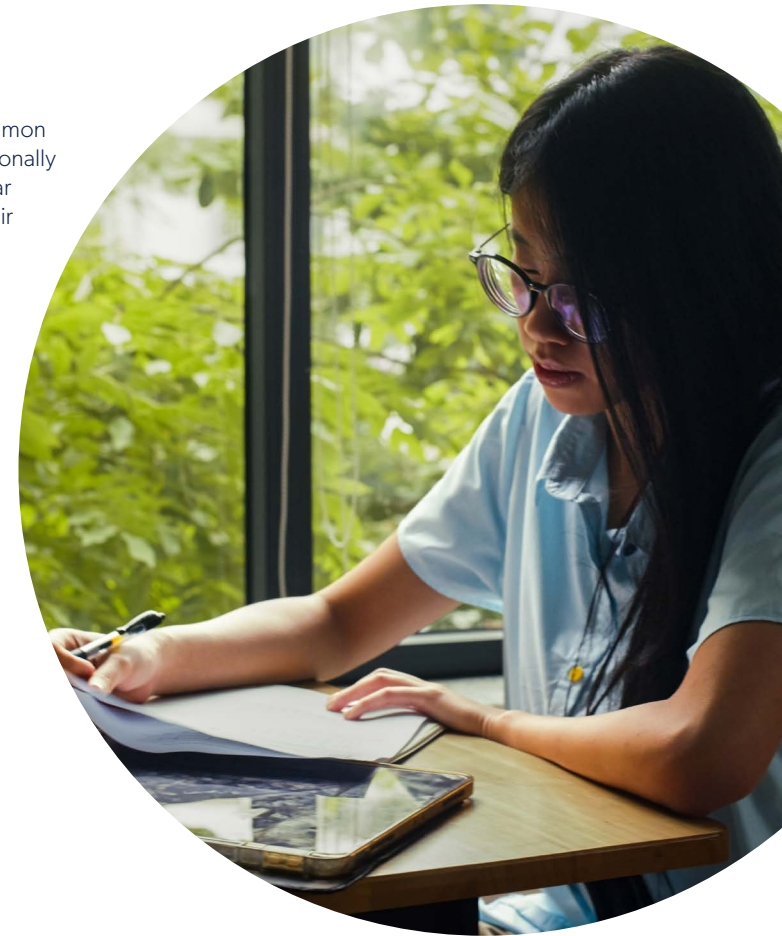
Student-focused assessment design

Oxford International Curriculum assessments are levelled to the Common European Framework of Reference for Languages (CEFR), an internationally recognized benchmark for language proficiency. This provides a clear and consistent progression pathway for students as they develop their knowledge, skills and confidence across the curriculum.

As students advance, they benefit from an assessment approach designed to enable them to demonstrate what they know and can do, regardless of whether English is their first language.

To support fairness and accessibility throughout this journey, both Oxford International Standardized Assessments and OxfordAQA exam papers use the Oxford 3000™, a carefully selected list of the most frequent and useful words in the English language. By using this vocabulary, alongside essential subject-specific terminology, we ensure that assessment questions are clear, accessible and internationally relevant, allowing students to focus on demonstrating their subject knowledge rather than decoding complex language or unfamiliar cultural references.

This commitment extends to placing validity, reliability and comparability at the heart of our assessment design for OxfordAQA – find out more on pages 46–47 about how we help every learner achieve their potential.



“

I want the exam to be a truly fair assessment of what they know, and for that to happen, I want the structure, I want the Oxford 3000™, I want them to be given the best chance possible.

”

Katherine Mayne

Head of Sixth Form, International School of Catalunya (ISCAT)



Access to universities worldwide

Our globally recognized qualifications are accepted and valued by universities in the UK and leading universities around the world

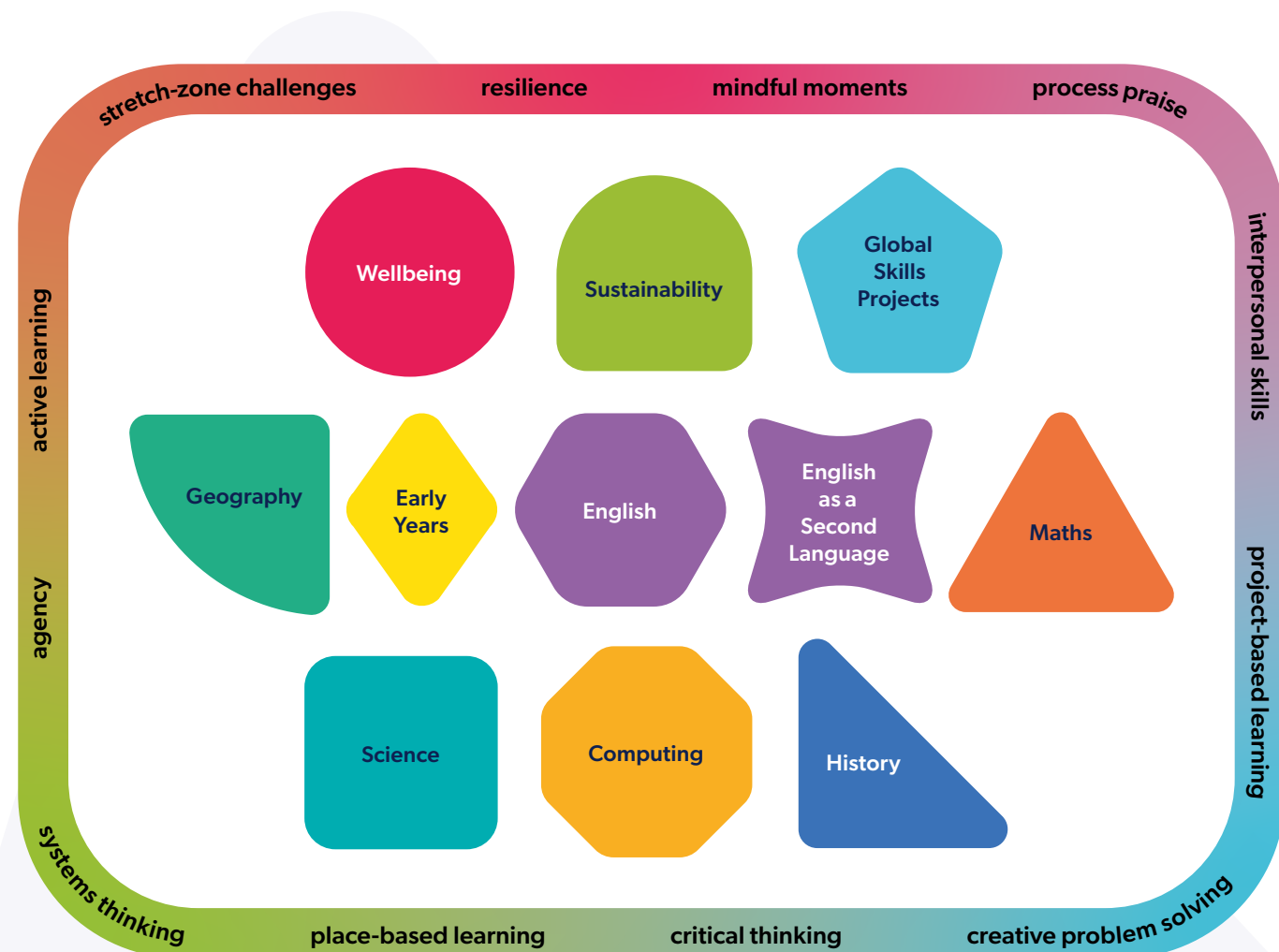
A curriculum for teachers and learners with a *vision*

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.

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.

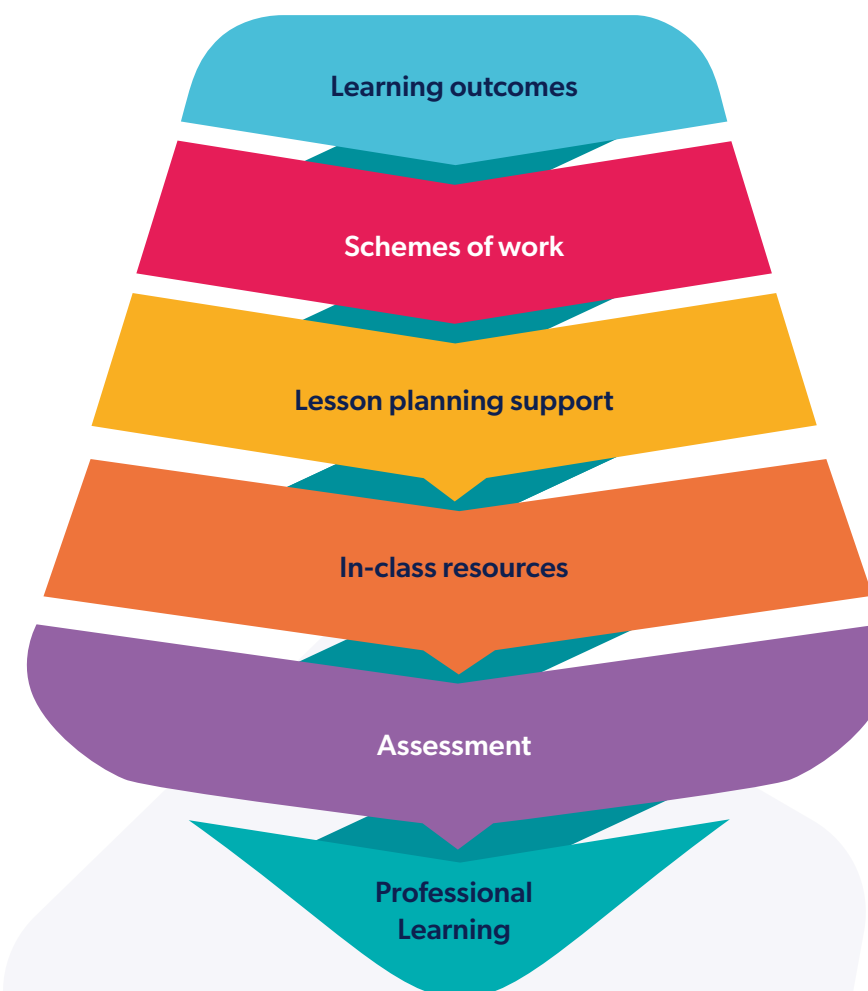


End-to-end teaching and learning support

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:** overviews 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, ensure engaging knowledge- and skills-rich lessons
- **Assessment:** a structured way for teachers and students to measure their progress against learning outcomes
- **Professional Learning:** training that enables teachers to implement the Oxford International Curriculum with confidence



Oxford International Curriculum materials are hosted on

**Oxford
OWL**

Wellbeing practices are woven into teaching and learning in all subjects, developing healthy mind and body habits that learners can apply in their lives today and in the future.

Find out more

Read our impact study



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
	Students can:	Students can:
1 Taking care of the body	1.1a: Understand what helps them get to sleep 1.1b: Discuss the foods they like to eat 1.1c: Move their bodies in different ways	7.1a: Explain how sleep affects memory and learning 7.1b: Understand how diet affects the immune system 7.1c: Recognize the body's stress signs/symptoms and what to do about it
2 Taking care of the mind	1.2a: Start to name common feelings 1.2b: Share the activities that make them feel good 1.2c: Identify people that they trust and who help them feel safe	7.2a: Understand the power of positive emotions 7.2b: Develop realistic and optimistic ways of thinking 7.2c: Pay mindful attention to the body (body scan) 7.2d: Identify role models who exhibit a growth mindset
3 Taking care of relationships	1.3a: Understand what a family is, and explain who is in their family 1.3b: Practise taking turns and sharing in games 1.3c: Describe the qualities they like about their friends	7.3a: Participate ethically in a digital world 7.3b: Explain how to be more digitally resilient 7.3c: Develop their autonomy online
4 Taking care of the self and the world	1.4a: Discuss activities that are important to them 1.4b: List which things in life they wouldn't want to be without 1.4c: Name the natural settings they enjoy visiting	7.4a: Explain the difference between pleasurable and purposeful activities 7.4b: Recognize that meaningful activities are not always pleasurable 7.4c: Experiences that have made them more resilient



Global Skills Projects

New
International
GCSE Global Skills
Projects –
see page 71

Strand	Year 1	Year 7
	Students can:	Students can:
1 Creativity and critical thinking	1.1a: Solve puzzles 1.1b: Ask questions about causes and consequences 1.1c: Reflect on their emotional reactions to information	7.1a: Evaluate possible solutions 7.1b: Participate in a local creative project 7.1c: Understand the emergence of local traditions
2 Real-world skills	1.2a: Plan a simple individual project, such as a meal 1.2b: Follow simple instructions, such as a simple recipe or game instructions 1.2c: Choose a simple project to follow, such as a recipe to follow from a selection	7.2a: Be aware of project drawbacks and possible pitfalls 7.2b: Use technology to communicate effectively 7.2c: Evaluate and discuss different sources and their possible biases
3 Communication and collaboration	1.3a: Feel able to share their ideas with others and listen to their ideas 1.3b: Notice when others are left out 1.3c: Know how to be kind and make new friends	7.3a: Know how to debate 7.3b: Present ideas in a creative and inspiring way 7.3c: Understand cultural differences and how these affect communication and relationships
4 Self-development skills	1.4a: Participate in free play 1.4b: Model respect and courtesy to classmates 1.4c: Discuss likes and dislikes of certain activities	7.4a: Motivate others taking risks 7.4b: Reflect on the human values of freedom, justice and community 7.4c: Identify how personal actions may affect their local area

Sustainability

Strand	Year 1	Year 7
	Students can:	Students can:
1 Living on planet Earth	1.1a: Describe the relationships among the different elements that support life in their community 1.1b: Predict what happens when living things get too much or too little of what they need 1.1c: Draw a picture of a place where all living things (including people) help each other live together 1.1d: Plant something and give it what it needs to grow	7.1a: Explain how exceeding the natural limits of greenhouse gases is disrupting the chemical balance of life on Earth 7.1b: Make a model to predict how their drainage basin could decrease carbon emissions and increase carbon sequestration 7.1c: Create a map of the assets in their community that contribute to its potential 7.1d: Debate the question: Do we need to reverse global warming? using supporting evidence from both sides of the argument
2 Taking responsibility for the difference we make	1.2a: Identify the commons they can care for in their classroom and define what a commons is 1.2b: Predict what happens when agreements they make are kept, and what might happen when they are not kept 1.2c: Describe their role and responsibility for taking care of our commons 1.2d: Record strategies, with their classmates, that will help them remember what they have learned	7.2a: Explain what makes the climate a commons 7.2b: Create a data visualization tool for the changes in their local climate (a commons) 7.2c: Create and sign a pledge to always improve their impact on their community and the world 7.2d: Recognize the common characteristic that sustainable community initiatives share
3 Making change	1.3a: Recognize the effect their thinking has on their behaviour 1.3b: Sort the materials they are given into two categories: 'made by nature' and 'made by people' 1.3c: Understand the difference between materials that get composted, recycled, reused, and repurposed, and materials that need to be re-designed 1.3d: Create a solution, with their classmates, to address waste in their class	7.3a: Hypothesize the mindsets that affect the debates about global warming and climate change 7.3b: Evaluate solutions to reverse global warming, reduce its effects and adapt to climate change 7.3c: Create a model that illustrates that climate change is a symptom of global warming 7.3d: Describe their unique contribution to the group project working together to reverse global warming

Oxford
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Curriculum

English

SCHEME OF WORK: YEAR 1

Week	Lesson title	Learning outcomes
	Fiction: At home	
1	11 What is home?	11f: Develop their Tier 1 vocabulary, exploring the meanings and sounds of new words 15b: Begin to form lower-case letters and numbers 0-9 in the correct direction, starting and finishing in the right place 15f: Name the letters of the alphabet in order
	12 What happens next?	11c: Participate in discussion, taking turns and listening to what others say 14b: 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 14f: 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
	13 Retell the story	11a: Listen and respond appropriately to adults and other pupils 14e: Understand the books they can read accurately and fluently, and those they listen to by: discussing the significance of the title and events
	14 On, in, under or behind?	11a: Listen and respond appropriately to adults and other pupils 11f: Develop their Tier 1 vocabulary, exploring the meanings and sounds of new words
	15 Who said that?	15b: Begin to form lower-case letters and numbers 0-9 in the correct direction, starting and finishing in the right place 15c: Spell common exception words
2	21 Who said that?	11a: Listen and respond appropriately to adults and other pupils 11d: Participate in group recitations of rhymes and poems, or listen and join in with predictable phrases
	22 Capital letters	11a: Listen and respond appropriately to adults and other pupils 15c: Use a capital letter for names of people, places and the personal pronoun
	23 My lost toy story	11e: Use past, present and future forms when talking about events 15i: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 15j: Leave a space between words 15k: Use a capital letter for names of people, places and the personal pronoun
	24 Where did I look?	11e: Use past, present and future forms when talking about events 15i: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 15j: Leave a space between words 15k: Use a capital letter for names of people, places and the personal pronoun

Oxford
International
Curriculum

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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Fiction: At home		Non-fiction: Show me, tell me			Reflection and review	Poetry: Everyday poems		Fiction: Make the world a better place			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
Non-fiction: Water world		Poetry: Creatures big and small			Reflection and review	Fiction: Stories about our world		Non-fiction: About my life			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
Poetry: Poems that tell a story		Fiction and non- fiction: Space			Reflection and review	Fiction: Weather		Poetry: Out and about			Reflection and review

**Lesson titles
link to individual
lesson planning
support**

Lesson planning support

Oxford
International
Curriculum

English

Year 4:

Unit 4: Fantastic journeys

Week 13, Lesson 1:

Introduction to unit and Fantastic words

Curriculum learning outcomes:

- 4.1c: Participate actively in collaborative conversations by explaining ideas and asking questions
- 4.2a: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- 4.1f: Ask questions to clarify understanding of Tier 2 and Tier 3 vocabulary
- 4.2b: Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Lesson learning objectives:

- Supply valid contributions and questions to discussions.
- Exchange ideas considerably with others who have different opinions.
- Use subject appropriate vocabulary for the topic of discussion.
- Read unfamiliar texts by using prior knowledge of grammar, phonics and

Oxford
International
Curriculum

Lesson summary

Children will be introduced to the fiction unit ‘Fantastic journeys’, in which children will read extracts from fantasy fiction. They will identify and discuss what they know about different mythical creatures, and discuss their own ideas for fantastic journeys. They will use context to match words with their meanings.

Joy of learning

Global Skills Projects

4.1a: Identify more than one way to solve a problem: Ask children how they can find unknown words when they are reading. Encourage them to discuss different strategies and then feed back to the class.

Wellbeing

Big question: *Do you think it will be normal for people to go on holiday or live in the future?* Ask children to discuss their idea in pairs, then feed back to the class.

Sustainability

Observe and respond: Ask children to share any fantastic journeys they have made that journey ‘fantastic’ for you?

Materials and resources

- Oxford International English Student Book 4 (Primary) pages 54–55
- Oxford International English Teacher’s Guide 4 (Primary) page 58

Vocabulary

none

Learning review

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Year 6:

Unit 1: Classification

Week 7, Lesson 1:

Protecting the environment

Curriculum learning outcomes:

- 6.1d: Humans cause environmental problems
- 6.4c: Draw conclusions from evidence at level of trust in the source

Lesson learning objectives:

- Communities can work together to protect the environment
- By working together, communities can make a difference

Lesson summary

In this lesson, students will explore different ways that communities can littering in their area and investigate the problem of litter.

Joy of learning

Global Skills Projects

6.2c: Evaluate research: Students will investigate if littering is under control in their area and ask for advice on how to reduce it.

Wellbeing

6.4b: Set goals for the future: Students will set goals for their environment in their community.

Sustainability

Lower Secondary



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

Oxford International Programme | 19

Teachers *better equipped* to succeed in a changing world

Professional Learning

A robust Professional Learning programme is an integral part of the Oxford International Curriculum.

- Designed to meet the unique needs of international schools, empowering educators to implement the curriculum effectively and adopt impactful approaches to teaching and learning
- A comprehensive, research-informed programme with tailored pathways for Early Years, Primary, Lower Secondary and school leaders
- Combining structured CPD, self-directed learning and collaborative opportunities to support continuous improvement and shared practice
- Earn certificates as you progress, recognizing 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	Global Schools Conference	Regional Events and Community	Advanced Professional Learning
2-hour workshop (online or blended)	45 minutes per module (via LMS)	1-hour sessions (live and on demand)	2-day online event	In-person events for educators	Elevate: Training for Trainers
Build a shared understanding of the curriculum and establish foundations for effective implementation	Learn at your own pace with engaging, self-directed content in our state-of-the-art Canvas LMS	Gain insights from curriculum experts and explore pedagogical and subject-specific themes	Join educators from around the world to explore emerging themes and share innovative practice	Connect, collaborate and learn from peers through regional Professional Learning events	Develop leadership skills and lead Professional Learning across your school community

“Well-organized, thought-provoking, and left me feeling inspired to continue learning beyond the session. It was both professionally valuable and personally motivating.”

Teacher
South Africa



Professional Learning themes



Connect and collaborate: regional events

- Leaders Forum**
For school leaders
Connect with peers to explore strategic priorities and approaches to leading change
- Symposium**
For teachers
Explore curriculum, pedagogy and practice through collaboration and shared learning
- Changemaker Challenge**
For students
Apply global skills to real-world challenges and showcase innovative solutions



“The event had such a rich sense of collaboration and inspiration, and I came away feeling even more energized about the future of education.”

Teacher
United Arab Emirates

Steady progression and sound *preparation*

Assessment

Assessment in the Oxford International Curriculum 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 follows 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 attainment for students who wish to move more quickly and extend their skills and knowledge.

We have also launched the Oxford International Standardized Assessments, a new series of digital assessments designed to support students at key stages in their learning journey, providing rapid and detailed results which enable data-driven decisions to support student progress.



Oxford
International
Standardized Assessments

NEW

Find out more on page 26

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

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



Observational assessment in Early Years

The starting point for all Early Years teachers is getting to know their students and familiarizing themselves with their abilities, interests and dispositions. A crucial part of this process is observing children carefully.

Observations allow teachers to understand individual needs and adapt activities accordingly to support or challenge children, and to identify strengths and difficulties. Assessment is a key part of effective teaching, but should not distract from interactions. It is more important to identify meaningful and significant developments than record everything a child has done. Observation should be **ongoing** and **in the moment**.

'Look out for' sections in lesson plans offer guidance on developmental milestones and how to respond to them

After each lesson plan grid, three 'Assessment and differentiation' statements outline what children are likely to be achieving at developing, secure and extending levels

Early Years

Lesson plans

Sample content taken from the Early Years curriculum.

Oxford
International
Curriculum

Early Years

Science			
Whole class	Small group	Enhancements	Look out for
Remind children that they have been learning about different houses and homes . If possible, take a walk in the local area. Before arranging the walk, ensure that you have followed all safety procedures and have adequate levels of adult support. Explain to children that they are going to be 'house detectives' and try to notice as many different types of home as possible. Talk about what they notice about the houses. Ask: <i>What's the same? What's different?</i> You may wish to take photographs for the small-group activity. If it is not possible to take a walk, search the internet to find out more about different types of home.	Children are going to produce their own model or artwork of the houses and homes they saw on the walk or researched in class. They can choose the materials they would like to use to represent the different homes, which might include construction kits, building blocks, small world toys, junk modelling with cardboard boxes, and paints. As they work, encourage children to talk about the different types of house and what makes them different from each other, using some of the vocabulary introduced this week. More able children might be able to remember different house names: apartment, bungalow, caravan, castle, cottage, detached house, eco house, houseboat, townhouse/terraced house.	Provide books about different houses and homes in the reading area for children to continue exploring. If you are using <i>Oxford International Early Years</i> , children could complete activities a and b on pp.4–5 of <i>Activity Book 2</i> .	Children who are observant and can identify similarities and differences between houses Children who can relate what they see to their own experience Children who try to use the vocabulary introduced this week

Assessment and differentiation

- **Developing:** The child notices different types of house, with support from an adult, and may talk about their own home.
- **Secure:** The child talks about their own home and how it is similar to or different from the houses they have seen on their walk around the local area, or on the internet.
- **Extending:** The child talks about a range of different houses using some of the recently introduced vocabulary. They can describe the features of houses, relate these to their own home, and talk confidently about similarities and differences.

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Assessment frameworks

Sample content taken from the Maths curriculum.

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.

Oxford International Curriculum

Maths

ASSESSMENT FRAMEWORK: YEAR 1

Learning outcome	Developing	Secure	Extending
1 Number			
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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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 assessments to the needs of you and your students.

testbase

Years 1–9

Spend less time preparing assessments and more time teaching

Summative assessment

End-of-year tests and practical project papers (where applicable) help teachers assess a student’s achievement over the course of any full year.

You can access summative assessments on Oxford Owl for English, English as a Second Language, Maths, Science, and Computing (Years 3–9), and Geography (Years 3–6). History assessments coming soon.

Our Oxford International Standardized Assessments are digital assessments to be taken at the end of Primary and the end of Lower Secondary, offering rich, detailed insights to support student progression to the next stage of their learning journey.

Oxford International Curriculum

English

End of Year Test

Year 3: Paper 1

Name

Class name

Teacher's name

Date

Marks

Paper 1 /24

Paper 2 /20

Total score /44

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Years 3–9

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 in 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 Samoyed 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?

Year 3 • End of Year Test • English

Text 2

Anansi and the box of wisdom

Long ago, there was a spider called Anansi. One day, Anansi decided that he wanted to be the cleverest animal in the world. How nice it would be to have all the answers to every question. Everyone would want to be his friend. Anansi thought for a long time about how he could be the cleverest animal in the world. He knew that he should do a lot of thinking and reading and talking but there was a problem. The problem was that Anansi was lazy. He didn't want to work at anything. So instead, he decided to steal a box of wisdom from the Sky God. That night, Anansi crept into the Sky God's home. Anansi quietly took the box of wisdom and carried it back to his home. Anansi was pleased. Now he had all the wisdom in the box and could be the cleverest animal in the world. Anansi thought about where to put the box. On the table? Under his bed? In the middle of his web? Suddenly Anansi was worried. What if someone came to steal his box of wisdom? Where could he hide it?

Questions

1. What does 'amazing' mean? Tick one.
A big
B scary
C surprising
D fast

2. Where do spiders live?

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), maths and science at the end of Primary (age 10–11) and Lower Secondary (age 13–14) – 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 easy-to-read, interactive digital reports with visibility at school, year, class and individual levels.



School

- High-level summary of performance across subjects and year groups
- Benchmarked, standardized scores (including high / low / average)
- Enables strategic decision-making and comparisons across the school

Year

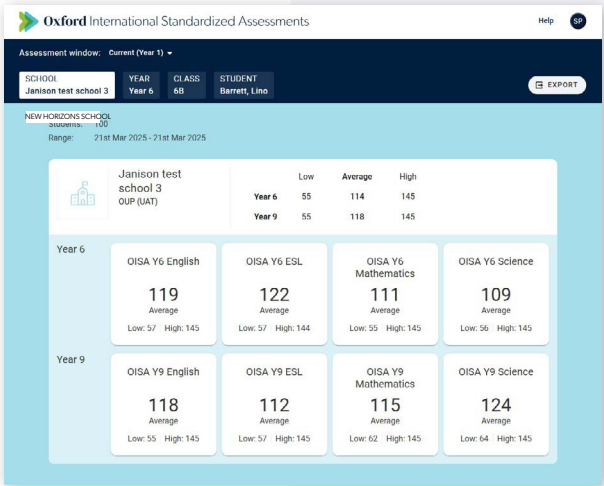
- Shows year group results across all subjects taken
- Includes overall and domain scores, plus class subdomain averages
- Uses performance bands to highlight strengths and gaps for teaching

Class

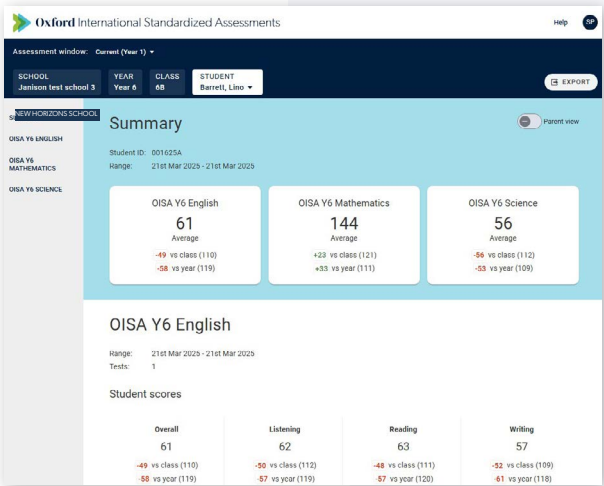
- Shows class scores with year group comparisons
- Highlights trends using student performance bands
- Includes a performance distribution chart to show the spread of attainment across the class
- Export results data and print certificates

Student

- Summarizes student scores with class and year comparisons
- Shows performance across subdomains
- Can be saved or shared as a PDF, including a parent-friendly version



School report



Student report



Trusted and aligned

- **Endorsed and certificated by the University of Oxford**
- **Fully aligned to the Oxford International Curriculum** and the English National Curriculum
- **Expert-authored** assessment frameworks and tests



Insightful and actionable reporting

- **Make confident, data-informed decisions** with detailed, digital, interactive reporting that can be accessed at any time
- **Track progress with global benchmarks.** Compare student performance across international contexts using standardized content, scoring and administration
- **Rapid results return** 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 – a stress-free introduction to the digital format

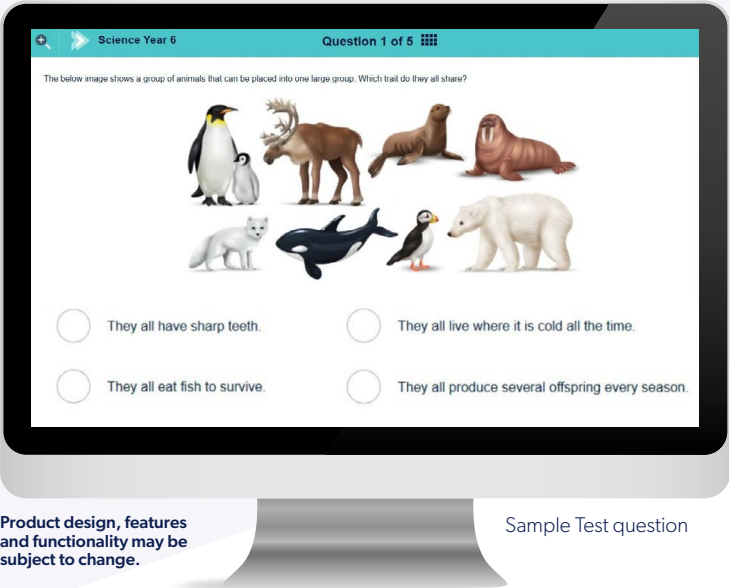


Future-ready

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



Example certificate



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

Sample Test question



Oxford International Curriculum subjects

Early Years

I see a journey that builds firm foundations for the road ahead

The Early Years curriculum is shaped by the current iteration of the English Early Years Foundation Stage (EYFS) curriculum, which has been influenced by research and practice from across the world, including Reggio Emilia, Te Whariki in New Zealand, and the work of international experts and researchers. It provides a firm foundation for learners to successfully progress from their unique starting points to the Oxford International Curriculum for Primary.

Outcomes are measured against 17 early learning goals (ELGs), which are aims for the end of the year. The ELGs are not a test, but are designed to be assessed through ongoing observation, giving an indication of a child's learning and development.

The seven strands

The curriculum focuses on seven areas of learning that are all interconnected. The first three of these areas are of prime importance. These prime areas are essential building blocks for all other areas of learning and are time-sensitive: the younger the child, the greater the focus on these areas should be.



Overarching principles

- **The unique child:** Every child is unique and will bring a unique set of experiences with them in the Early Years setting. The role of the teacher is to identify strengths and areas for development, and build upon these to deepen children's knowledge and understanding.
- **Positive relationships:** Young children learn best when they have strong relationships that encourage them to try new things and take risks.
- **Enabling environments:** A well-planned and effective environment will support children to explore and strengthen their knowledge.

“

If we get it right in the Early Years, we pave the way for a lifetime of achievement. ”

Sir Michael Wilshaw
Former chief inspector of schools



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, 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, with a limited number of non-decodable topic words to develop vocabulary and comprehension
- **Word Sparks:** Fully decodable books that boost children's vocabulary. 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 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** titles.



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.



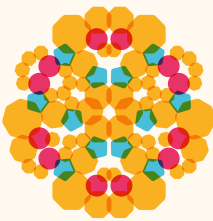
Oxford
International
Resources

Supporting resources

Oxford International Early Years Activity Books to prepare students for Primary



Computing



I see learners equipped with the skills they need in a rapidly evolving digital world

An enquiry-based curriculum designed to prepare students for future employment and participation in the digital world, whether or not they are destined to become digital specialists.

The curriculum broadly follows the same structure as the National Curriculum in England: computing programme of study.

Curriculum aims

- Encourage students to understand how technology works, including its advantages and limitations
- Develop programming skills
- Use a variety of software to analyse data and to create content
- Encourage students to be conscientious participants in the online world

Resources from Oxford University Press

Oxford International Computing: Primary

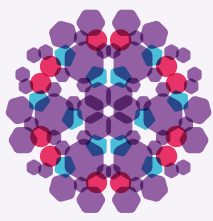
Oxford International Computing: Lower Secondary

Online subscriptions available

Strand	Strand details
Programming and computational thinking	• Students learn programming skills using a professional text-based language • The curriculum builds core computational skills that support program development • Students explore the foundations of creative and conceptual computing, including AI
Productivity and creativity	• Students learn to use software to analyse data and to create text and multimedia content • Students learn to use available and up-to-date technologies to fulfil tasks
Understanding technology	• Students learn how different types of technology work and the concepts that underpin future innovations • Learning explores advanced areas such as robotics and control systems • Students evaluate the advantages and limitations of technology both in and out of work
Digital literacy	• Students will be prepared for participation in the online world • They learn to interact respectfully and safely with other users and use a range of technologies that make up our online world



English



I see students who can share ideas and express themselves creatively

An enquiry-based curriculum designed to encourage learner agency and active collaboration. The curriculum broadly follows the National Curriculum in England: English programme of study. There are three key strands: spoken language, reading, and writing.

The curriculum provides a strong foundation in grammar, vocabulary and punctuation. To reflect the needs of students learning in an international context, it offers extra speaking and listening content for students learning English as an additional language. Opportunities to build vocabulary skills are interwoven throughout.

Curriculum aims

- Develop spoken language skills so students can understand, share and explore ideas
- Enrich students’ vocabulary to help them access all subjects and express themselves effectively
- Equip students with the language skills they need to communicate effectively and develop socially and emotionally
- Develop fluency and proficiency in reading to access and explore a wide range of texts and books in other subjects
- Encourage a love of reading and literature
- Support students to develop and communicate their own ideas and to express themselves through writing

Resources from Oxford University Press

Oxford International English: Primary

Oxford International English: Lower Secondary

Online subscriptions available

You may also be interested in:

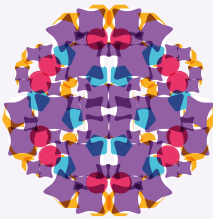
- **Writing and Grammar Skills**

See page 40

Strand	Strand details
Spoken English	• Listening skills, including opportunities to listen to and understand complex information and respond in an appropriate way • Opportunities to present and justify ideas and opinions • Developing discussion skills • Opportunities to participate in poetry recitals, improvisations, role-plays and drama activities, with increasing fluency and confidence • Developing an understanding of the difference between colloquial language and Standard English • Vocabulary enrichment and opportunities to use their growing vocabulary with confidence and precision
Reading	Word reading • Decoding unfamiliar words • Recognizing familiar printed words Reading widely for a range of purposes • Build a rich vocabulary • Enhance their understanding of the world • Access the rest of the curriculum • Foster a love of reading Reading comprehension • Develop a range of comprehension skills, including higher-order strategies • Identify how the language, structure and presentation of a text contributes to its meaning • Discuss, explain, explore, justify and analyse their understanding of texts • Consider the meaning of words in context
Writing	• Articulate and communicate ideas and express themselves coherently • Develop an increasing awareness of form and how this relates to purpose and context • Consider their audience and tailor their writing • Modify their use of grammar and vocabulary depending on form, purpose and audience • Evaluate their own work and that of others



English as a Second Language



I see students who can share ideas and express themselves creatively

The core curriculum aim is to equip students with the language proficiency and confidence to function effectively in English across the school curriculum and in the worlds of work, education, travel and international citizenship.

The Oxford International Curriculum for English as a Second Language is a practical framework which supports educators by taking current understanding of the communicative language competences and breaking these down into achievable, targeted steps.

Curriculum aims

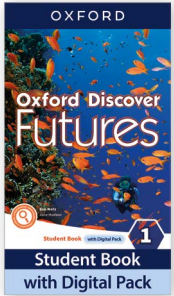
- Offer a coherent and age-appropriate English language curriculum, closely linked to the CEFR levels and descriptors
- Allow educators to plan, teach and evaluate their students' learning effectively, using terms made familiar by the CEFR
- Cater for students with different acquisition levels, with lesson plans that allow for differentiation
- Enable the teaching of maths, science and computing through EMI, and incorporate Wellbeing, Global Skills Projects and Sustainability to give students opportunities to use English in a range of contexts

Resources from Oxford University Press

Blue Dot



Oxford Discover Futures

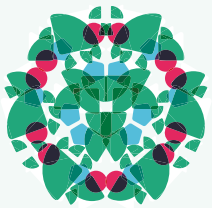




[Online subscriptions available](#)



Geography NEW



I see students developing the skills to navigate a diverse, changing and complex world

The Geography curriculum inspires young geographers to explore and understand their world. Students develop key geographical skills through place-based learning that connects local experiences to global understanding.

The curriculum broadly follows the National Curriculum in England: geography programme of study. But these targets are widened to reflect the global context, and the future-facing skills students

need to thrive in today's world. The curriculum has four key strands that explore the concepts of place, change, connections and environment.

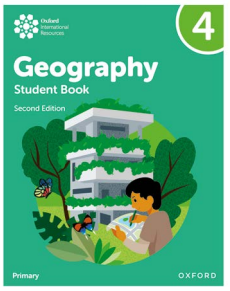
To support the needs of students learning in an international context, there is additional support for new vocabulary, and new learning is placed in the context of real-world examples.

Curriculum aims

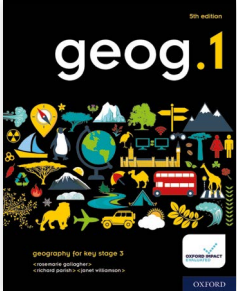
- Develop geographical knowledge and conceptual understanding of people, places, processes and environments
- Practise geographical skills such as mapping and fieldwork, as well as critical thinking skills and empathy
- Adopt a critical geographical lens on familiar and unfamiliar places
- Engage with contemporary data, fascinating places and authentic stories
- Feel positive and joyful in celebrating the wonders of the world
- Consider present and future global issues and investigate potential solutions with a hopeful outlook and sustainability in mind

Resources from Oxford University Press

Oxford International Geography: Primary



geog.123 – 5th edition





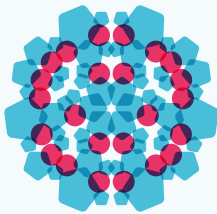


[Online subscriptions available](#)

Strand	Strand details
Place	• Place as a spatial location, characteristics and activity at a range of scales • Place as subjective and diverse sites of meaning, value, identity and wonder • Place as collective human-environment interactions • Place as a source of wonder and awe
Change	• Change as the product and driver of human and physical processes happening across temporal and spatial scales • Change as a phenomenon influenced by power and agency • Change as anticipated and envisioned futures • Change as influence on safety and security
Connections	• Connections of interdependence • Connections creating patterns and flows • Connections within and between interaction systems • Connections between human activity and wellbeing
Environment	• Environment and consumption • Environment and sustainability • Environment and power • Environment and agency



Global Skills Projects



I see students equipped with the skills to succeed in a changing world

The Global Skills Project curriculum is designed to help students fulfil their human potential and grow into creative, joyful, global thinkers, with the essential skills to develop a better future for themselves, their communities and our world.

Education involves the whole person: intellect, curiosity, emotions, social relations and values. The curriculum is founded on the belief that all students can learn and grow.

Curriculum aims

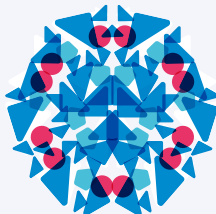
- Foster students' innate curiosity, thirst for justice and knowledge, and desire to participate in communities
- Develop the skills needed to succeed in an increasingly complex world
- Encourage students to nurture their creativity, sharpen their practical skills, excel at interpersonal relations, possess intercultural competence, and be guided by a strong set of personal values

The ideal foundation for OxfordAQA International GCSE – see page 71

Strand	Strand details
Creativity and critical thinking	- Students nurture their natural curiosity by learning the value of asking questions - Learning develops critical thinking skills, empowering students to challenge ideas and explore new perspectives - A focus on curiosity, wonder and creativity helps students sustain inquisitiveness and imaginative thinking
Real-world skills	Students develop the skills needed to thrive in an 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	The goal of this strand is metacognition, as students reflect not only on their learning and how they learn, but on who they are as ethical, rational and social beings



History NEW



I see critical and creative thinkers able to explore the past

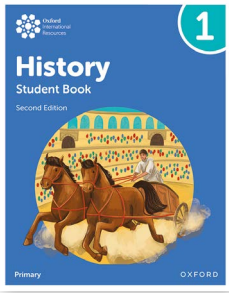
The History curriculum inspires young historians to explore and understand our shared past. Through enquiry-based learning, students build key skills, knowledge and conceptual understanding, helping them grow into confident global citizens.

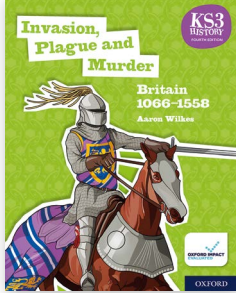
The curriculum has broadly the same attainment targets as the National Curriculum in England: history programme of study.

Curriculum aims

- Fire curiosity and foster meaningful and joyful learning
- Recognize shared human experiences across time and place
- Draw conclusions from narratives that may be complex and contradictory
- Develop skills to decode historical evidence
- Strengthen analysis, questioning and critical thinking
- Empower through independent research and enquiry-based learning
- Build oracy through storytelling, presentations and debate

Resources from Oxford University Press

Oxford International History: Primary

KS3 History – 4th edition

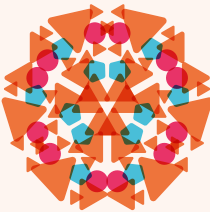
NEW 

Online subscriptions available

Strand	Strand details
Substantive knowledge	- This strand covers 'the facts' of history, placed in context through chronology, narrative and storytelling. Themes such as empire, civilization, trade and communication also put facts into a context - Local, national and global perspectives are considered and links between place and time explored - Students will build their historical vocabulary and an awareness of their own historical identity and community
Conceptual knowledge	- This strand focuses on the key concepts of history: significance, cause and consequence, interpretation, continuity and change, similarity and difference and sense of period - Students learn that history is complex and open to interpretation. We cannot step into the sandals of a Roman soldier, but historical understanding allows students to put that soldier into a historical setting and gain a perspective on their life
Skills and processes	- This strand develops the skills students need to devise their own historically valid questions, plan and research to support their answers and analyse historical sources - Students will learn to sequence events, understand and create timelines and gain a deep understanding of time, and also place - Students will have many opportunities to develop oracy through discussion, presentations, role-play and debate



Maths



I see problem-solvers who can clearly communicate their mathematical thinking

An enquiry-based curriculum designed to lay the foundations for further mathematics learning, preparing students to be the mathematicians of the future, and equipping them with the skills they need to succeed.

The curriculum broadly follows the same structure as the National Curriculum in England: mathematics programme of study.

To reflect the needs of students learning in an international context, there is additional language support, and new learning is introduced through a variety of concrete and pictorial representations with links to real-life contexts. Additional support for real-world skills is available through our Skills resources.

Curriculum aims

- Develop fluency, reasoning and problem solving in mathematics, in order to access and apply mathematical knowledge to science and other subjects
- Use mathematical skills in a real-world context
- Equip students with skills in conceptual understanding, so that they can recall and apply their knowledge
- Develop and communicate reasoning using mathematical language

Resources from Oxford University Press

Oxford International Maths: Primary

Primary

Oxford International Maths: Lower Secondary

Lower Secondary

Online subscriptions available

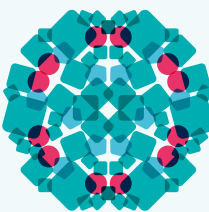
You may also be interested in:

- **Problem Solving and Reasoning Skills**
- **Data Literacy Skills**
- **Financial Literacy Skills**

See page 40



Science



I see students who question the world around them with a sense of curiosity

An enquiry-based curriculum designed to lay the foundations for further scientific learning, preparing students to be the scientists of the future, and equipping them with the skills they need to succeed.

The curriculum broadly follows the same structure as the National Curriculum in England: science programme of study.

To reflect the needs of students learning in an international context, there is additional language support with new vocabulary, and new learning is introduced with as many links to real-life contexts as possible.

Curriculum aims

- Develop scientific knowledge and conceptual understanding
- Encourage students to question the world around them
- Engage with topical environmental and scientific issues
- Use science to make predictions and test understanding
- Use observations and measurements to arrive at sound conclusions which can be analysed

Resources from Oxford University Press

Oxford International Science: Primary

Primary

Oxford International Science: Lower Secondary

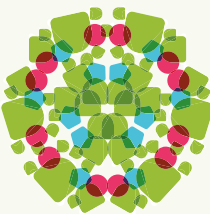
Lower Secondary

Online subscriptions available

Strand	Strand details
Biological science	• Students explore biological science by connecting learning to real-world experiences and everyday phenomena • Engaging contexts introduce key concepts, including the study of plants, animals and humans • The Primary curriculum builds a strong foundation, preparing students for advanced topics in Lower Secondary, such as genetics, animal systems and photosynthesis
Chemical science	• Students begin by understanding the difference between an object and the material it is made from • Learning highlights how physical properties of materials are applied in everyday life and across real-world industries • Students develop practical investigative skills, including hands-on techniques such as separating materials
Physical science	• Primary learning in physical science builds the foundations for deeper study in later years • Key topics such as light, forces and electricity are explored through hands-on investigation at the Primary level • Early experiences prepare students for more advanced theoretical and practical work in Lower Secondary
Investigative science	• Scientific skills are embedded across all three disciplines, fostering curiosity and a spirit of enquiry • Students develop the ability to ask questions, investigate, and find answers about the world around them • Learning supports students in building confidence as scientific thinkers, including assessing risk and applying practical skills



Sustainability



I see students equipped to shape a more sustainable future

The Sustainability curriculum offers an interdisciplinary approach to teaching the positive impacts of living sustainably. It provides students with the knowledge, skills and attitudes to help them contribute to the shift towards a sustainable future.

Through a series of engaging projects, the course equips teachers to help students understand the role they play now and the role they will play in the future in mitigating, making and adapting to changes that lead to a sustainable way of living.

Curriculum aims

- Support enquiry-based learning through questions that lead to better questions and ‘what if’ scenarios that encourage real-world connections
- Encourage students to take an active, engaged role in the learning process through learner-centred learning
- Embed project-based learning to encourage students to acquire a deeper knowledge through active exploration
- Engage students in their community through place-based learning

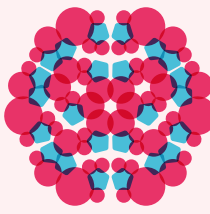
Resources from Oxford University Press

Oxford International Sustainability: Primary

Oxford International Sustainability: Lower Secondary

Strand	Strand details
Living on planet Earth	- Humans in a living system - Living with natural limits - Nature as a teacher - Looking after our home
Taking care of the mind	- Caring for the commons - Observe and respond - Taking responsibility - Working together
Taking care of the world	- Sustainable mindsets - Sphere of influence - Systems thinking - Everything is connected

Wellbeing



I see an approach to learning that enhances the lives of teachers and learners

The Wellbeing curriculum is based on robust empirical research from some of the best academic institutions around the world, underpinned by research from psychological science.

It draws on positive psychology (known as the ‘science of wellbeing’) and is based on theoretical frameworks such as the PERMA+ model, the SEARCH framework, and the ‘Five Ways to Wellbeing’.

Curriculum aims

- Equip students with the knowledge and skills that suit their needs, environment and culture
- Encourage students to continuously reflect and think deeply
- Help students learn and understand more about themselves, the people around them and the world at large
- Enhance the lives of students, improving the happiness and wellbeing of the teachers and young people who explore this curriculum

Resources from Oxford University Press

Oxford International Wellbeing: Primary

Oxford International Wellbeing: Lower Secondary

Strand	Strand details
Taking care of the body	- Students learn how the body and mind are interrelated, and how taking care of their bodies helps with overall wellbeing - They will learn about the brain, focusing on neuroplasticity
Taking care of the mind	- Students learn that our thoughts, feelings and emotions affect how we see the world - They will understand that our minds need looking after in the same way our bodies do - Students will be introduced to skills such as mindfulness and the benefits of practising it
Taking care of relationships	- Students explore the role of positive relationships in creating a happy and fulfilling life, including insights from our evolutionary past - Learning develops effective communication skills and strategies for building and maintaining friendships - Students gain knowledge and skills to navigate online interactions in a healthy and safe way
Taking care of the world	- Students develop a sense of purpose by identifying what matters to them and recognizing their connection to something bigger than themselves - Learning encourages reflection of personal strengths, sources of joy and future aspirations - Students build skills in goal-setting to support their personal growth and development - Students explore the value of community and making a positive contribution to the world around them



“There is convincing evidence of a relationship between wellbeing and 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



Oxford International Resources

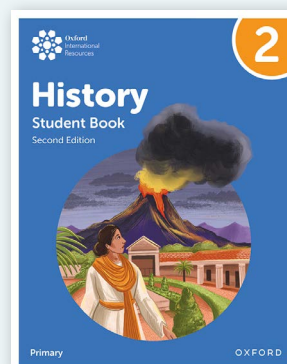


An enquiry-based programme of resources that supports the Oxford International Curriculum

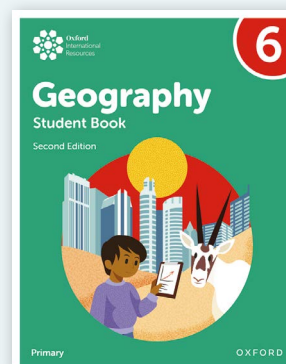
Oxford International Resources provide comprehensive support for students aged 3–14 in schools where subjects are taught in English.

The series includes Student Books, Practice Books, Teacher's Guides and online resources that bring a new approach to teaching and learning by placing joy at the heart of the learning journey.

The core courses include Maths, Science, English, Computing, Geography, History, Wellbeing and Sustainability.



NEW



NEW

Oxford International Skills

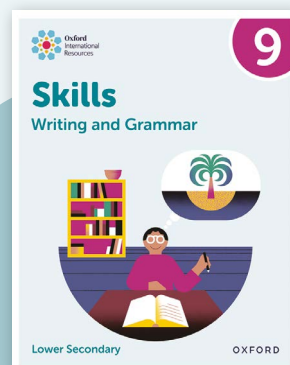
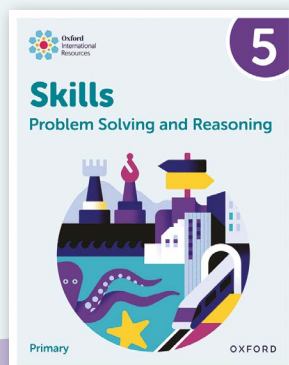
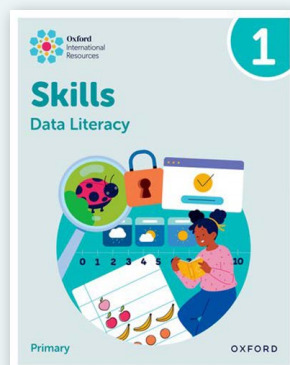
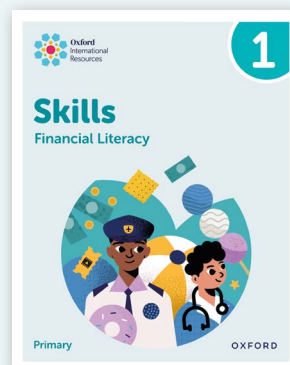
Develop real-world skills for future success

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.

Through the Practice Books, Teacher's Guides and online resources, students engage with authentic real-life scenarios that help develop valuable competencies such as communication, creative problem solving, data literacy and financial literacy.

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.*



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

Take learning online with Kerboodle



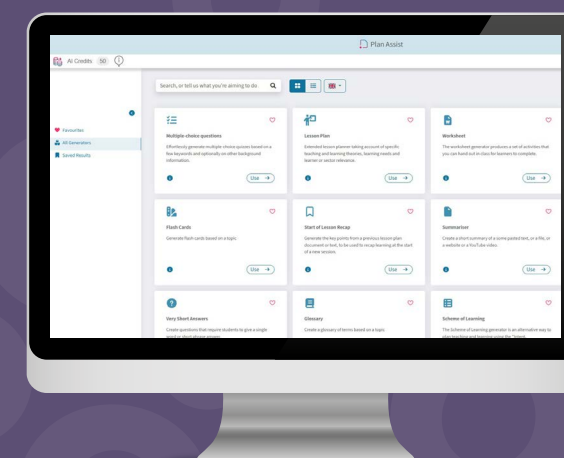
Engage your students with Kerboodle, Oxford's digital learning platform. Kerboodle courses can be used alongside print resources for an enhanced teaching and learning environment, and now feature our new AI tool, Plan Assist.



Plan Assist

Plan Assist is a resource-generation AI tool on Kerboodle that supports teachers in creating custom teaching and planning materials using trusted Oxford content. It simplifies the planning process, saving time while delivering results tailored to the needs of educators and their students.

- Provides access to a suite of AI-powered generators designed to help educators produce high-quality classroom resources quickly and easily
- Includes 11 different generators, each created to support the planning process and enable teachers to generate tailored resources that meet their students' needs
- Allows you to produce a wide range of materials including worksheets, flashcards, lesson plans and more, all built using trusted Oxford content



Plan Assist is available for selected OxfordAQA subjects



“There's a range of resources here to successfully support a teacher in the classroom with ideas, content and activities.”

Principal
BPK PENABUR
Banda School, Indonesia

Plan Assist is available from September 2026 on all Oxford International Lower Secondary resources

Other exciting Kerboodle updates coming soon!

Find out more



Developing skills. Building success. Accessing universities worldwide.

OxfordAQA international qualifications help students develop critical thinking skills, apply their knowledge and collaborate effectively, preparing them for success in higher education and their future careers.

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

Students with OxfordAQA qualifications have progressed to leading universities worldwide

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

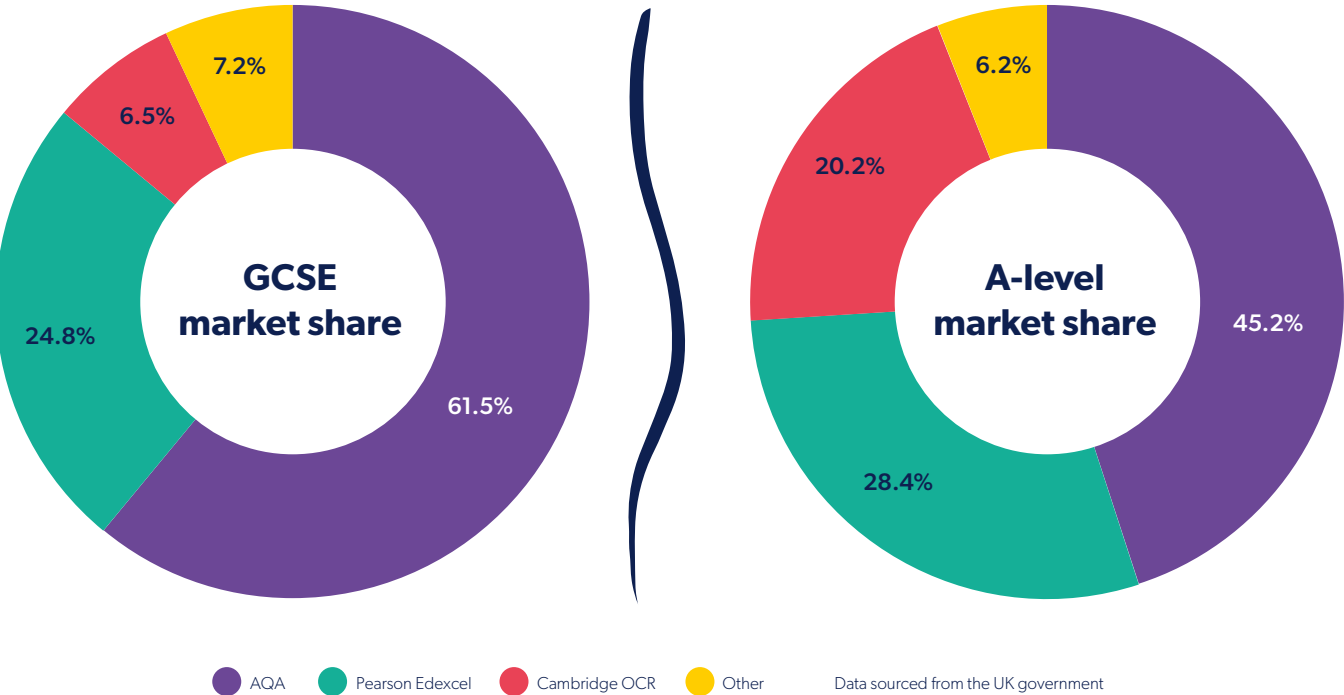
Bringing leading qualifications expertise to international schools

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, 2025



International GCSEs
International AS & A-levels

More choice. *More time.* More flexibility.

In response to feedback from hundreds of schools worldwide, we're improving how we deliver our exams, with more International AS and A-level exam series and the earlier release of May/June results.

More exam series for International AS and A-levels

- We're introducing a full **International AS and A-level exam series in October/November** for all subjects, in addition to the May/June exam series, helping you align the exams more closely with your school year. *From 2028*
- There will also be a **third International AS and A-level exam series in January for Biology, Chemistry, Physics, Maths, Further Maths, and Economics**, giving students three opportunities each year to sit exams in these subjects. *From 2029*

Earlier release of May/June exam results

- **International AS and A-level** exam results will be available to students at the end of July, allowing them more choice about where to study at university. *From end of July 2027*
- **International GCSE** results will be released a week later, giving students more time to plan their next steps. *From early August 2027*

Please note, there will be no changes to when the exams take place in May and June



Find out more
about these
improvements



Further improvements for even greater flexibility

From 2027, there will be a **later entries deadline** for May/June exams (exam timings remain unchanged), meaning January International AS and A-level unit results are known before submissions are finalized, supporting more informed decision-making.

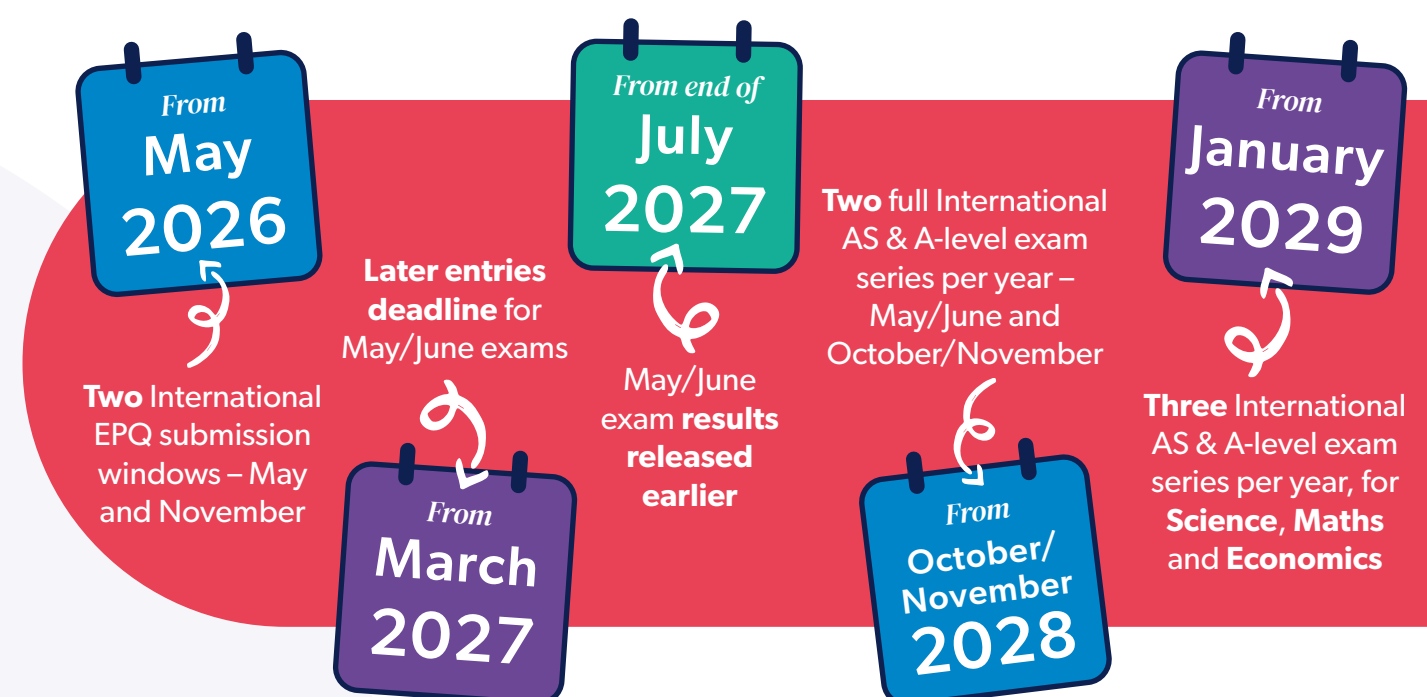
In addition, **International EPQ students can now submit their work in May or November**, providing you with more flexibility to align International EPQ deadlines with your timetable and giving students more flexibility in managing project timelines.

These improvements are designed to give you more choice, more time and more flexibility, and will be introduced gradually between now and 2029. They reflect our ongoing commitment to delivering high-quality international exams for our global community of schools and students.

And we'll be here to support you every step of the way.



What's happening when



International GCSEs

International AS & A-levels

Student-focused *assessment design*

The fairness of an assessment – whether it is 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 an additional 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

“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



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 an additional 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 penalizing 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									

International GCSEs

International AS & A-levels

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 key terms used in course materials and exams
- **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**

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.

Many subjects are also supported by Kerboodle, Oxford University Press's digital learning platform. A subscription to Kerboodle offers a seamless way for schools to access OxfordAQA Student Books, resources and learning tools both offline and online.



Plan Assist is now available in Kerboodle

Plan Assist is a resource generation AI tool that works with you to create custom teaching and planning materials using trusted Oxford content fully matched to OxfordAQA specifications. See page 41 for more information.

“

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

Find out more
about our support



Resources available vary for each qualification. For a full list, please visit the individual qualification pages on our website.

Dedicated support for Exams Officers

Our experienced Exams Officer Support team provides year-round support, information and resources to enable Exams Officers to plan ahead and stay on track throughout the entire exams cycle, from making entries to results day.

Our support for Exams Officers can be accessed via our website and includes:

- A dedicated support team – expert guidance throughout the year, from approval and entries to results day and post-results services
- Exams Officer Handbook – comprehensive guidance to support every stage of exam administration
- Practical resources – access to checklists, infographics, quick-reference guides and key date reminders
- Flexible training – live online training sessions, on-demand tutorials and downloadable resources designed to fit around the school day
- Expert-led sessions – regular live online training sessions and Ask the Expert events covering key processes and updates

Our schools also have access to:

Data Insights

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.

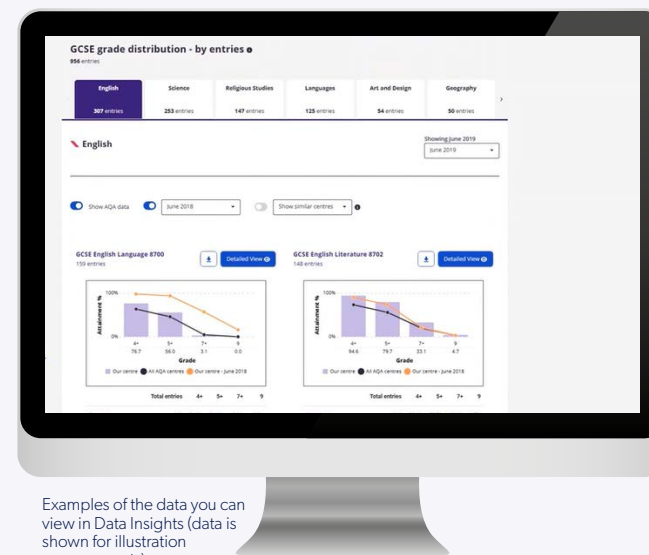
Teacher Online Standardization (TOLS)

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

“

During the exams, we often consult the Exams Officer Support team at OxfordAQA, who always provide us with a great deal of knowledge. We always feel supported every step of the way, which is why we are very happy to have chosen OxfordAQA.”

Yang Senwei
Exams Officer, China



Examples of the data you can view in Data Insights (data is shown for illustration purposes only)

“

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

As an approved OxfordAQA centre, you may also be able to register with AQA if you wish to offer more subjects. AQA is a regulated awarding organization based in the UK. Please note that regional subject availability, restrictions on equivalent qualifications and JCQ approval criteria will apply. For more information, visit our website or contact us at info@oxfordaqa.com

Empowering educators to prepare, teach and assess with confidence

Professional Learning

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

Essential Training: to help you get the most from OxfordAQA

We offer a comprehensive range of training courses to support planning, teaching and assessment. Our sessions are delivered by subject experts, providing practical, easy-to-implement teaching strategies and course guidance. There’s also time to ask our Senior Examiners questions and share best practice with fellow educators from around the world. All sessions are recorded and available to watch on-demand, and all participants will receive a certificate.

Introducing OxfordAQA	Teaching OxfordAQA	Assessing OxfordAQA
1-hour session (live and on demand)	2 hours per qualification (live and on demand)	2 hours per qualification (live and on demand)
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	Comprehensive, interactive marking training using real student responses to help you understand our exams, led by Senior Examiners
Senior Examiner Clinics	Exams Admin Training	Self-access e-Learning Modules
Live, available on request	Live and on demand	Self-paced courses for science and maths qualifications
A unique opportunity to meet with a Senior Examiner and receive bespoke support and guidance for your school	Crucial support and guidance for Exams Officers on administering and running exams	Expert guidance to refine teachers’ marking skills

“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.”

ESL Teacher
Jordan

Enhanced Training: to take your teaching further

Subject Workshops	Annual Conferences and Events	Online Professional Development (PD) Courses	Face-to-face Professional Development (PD) Courses
Full-day events	Full-day events	3 hours per week over 4 weeks	Full-day or multi-day events
Live, in-depth guidance and practical strategies for delivering our qualifications	Learn from inspiring guest speakers, share best practice and connect with other educators	Enhance your teaching practice with in-depth PD courses	Research-backed insights into the neuroscience of learning, alongside practical classroom strategies

See opposite page for more details

Professional Development courses

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

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.

Our PD courses are available face-to-face and online, meaning you can engage with them in a format that suits you. In both cases, courses will be interactive, with an emphasis on practical strategies and application, all led by an experienced teacher/trainer.



Equip	Prepare	Inspire	Empower
Building student agency through collaboration, communication and creativity	Maximizing learning and exam performance	Creating positive and engaging learning environments	Embedding critical thinking into classroom practice
Learn how to create a more effective classroom dynamic, 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	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
Linked Oxford International Programme Learner Attribute			
Ambitious & self-motivated	Future-ready	Inventive & curious	Empowered & independent
Advanced OxfordAQA Teaching			
Advanced OxfordAQA Teaching is an extended PD course that covers all four strands of our Professional Learning offer: Equip, Prepare, Inspire, Empower. Based on recent research into neuroscience and cognitive development, this course explores teaching strategies that make learning truly stick, as well as how to develop a classroom environment that allows students to thrive. Teachers attending this course leave feeling upskilled and confident in their teaching practice.			

“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 online

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

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

Find out more

about the
Go Further Awards



“Achievements like this remind us what personalized teaching, dedicated educators and motivated learners can accomplish together.”

Lucerne International School, Switzerland



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.

Accounting

Arabic – First Language

Bangla **NEW**

Biology

Business

Chemistry

Chinese – First Language

Combined Science

Computer Science **REVISED**

Design and Technology: Product Design

Digital and Information Technology **NEW**

Economics

English as a Second Language (ESL)

English Language

English Literature

French

Geography

Global Skills Projects

History

Islamiat

Mathematics **REVISED**

Mathematics – Additional **NEW**

Media Studies

Pakistan Studies

Physics

Psychology

Sociology

Spanish

Urdu

Looking to offer more subjects?

As an approved OxfordAQA centre, you may be able to register with AQA and choose from a broad selection of GCSE, AS & A-level qualifications.

AQA is a regulated awarding organization based in the UK. Please note that regional subject availability, restrictions on equivalent qualifications and JCQ approval criteria will apply.

For more information, [visit our website](https://www.oxfordaqa.com) or contact us at info@oxfordaqa.com

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.

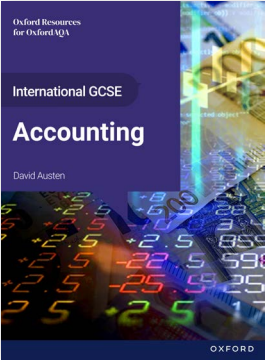
Component	Subject content	Assessment
Paper 1 Introduction to Book-keeping and Financial Accounting	• Sources and recording of data • Verification of accounting records • Development of the accounting model	• Written exam • 1 hour 45 minutes • 75 marks • 50% of International GCSE
Paper 2 Financial Statements	• Development of the accounting model • Preparation of financial statements • Interpretation, analysis and communication of financial information	• Written exam • 1 hour 45 minutes • 75 marks • 50% of International GCSE

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 Accounting
Print Student Book
978 138 206677 8

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Now available in Kerboodle: Plan Assist is a resource generation AI tool that works with you to create custom teaching and planning materials using trusted Oxford University Press content fully matched to OxfordAQA specifications (see page 41).





International GCSE Arabic – First Language



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
Paper 1 Reading Comprehension and Grammar	• Understanding and responding to different types of written language	• Written exam • 2 hours • 50 marks • 50% of International GCSE
Paper 2 Writing	• Communicating effectively in writing for a variety of purposes	• Written exam • 1 hour 45 minutes • 50 marks • 50% of International GCSE

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



International GCSE Arabic – First Language
Print Student Book
978 138 207532 9

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NEW



International GCSE

Bangla

NEW



A modern specification for learners across Bangladesh and the wider Bangla-speaking world.

- Specified themes and topics of study support confident communication in Bangla across a range of real-life contexts.
- A one-paper assessment model provides simple, manageable delivery and a reduced exam burden for learners.
- Dedicated teaching resources enable effective classroom delivery and consistent student progress.

Component	Subject content	Assessment
Paper 1 Grammar, Reading Comprehension and Writing Note: this is a one-paper qualification	Section A: Grammar and Language Usage (20 marks) Section B: Reading Comprehension (30 marks) Section C: Guided Writing (25 marks) Section D: Functional Writing (25 marks)	- Written exam 2 hours 30 minutes 100 marks 100% of International GCSE All questions and answers in Bangla

This qualification is taught through six themes:

- Personal identity, family and community
- Globalization, society and technology
- Environmental and social challenges
- Education and employment
- Heritage and culture
- Wider world and aspirations

Resources from Oxford University Press

NEW



International GCSE Bangla

Print Student Book
978 138 210136 3

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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.

International GCSE

Biology

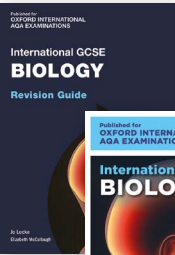


Offering a broad and modern foundation in biology, with accessible practicals, students are assessed on scientific knowledge and skills – not literacy.

- 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
Paper 1	Any part of the specification may be assessed.	- Written exam 1 hour 30 minutes 90 marks 50% of International GCSE
Paper 2	Any part of the specification may be assessed.	- Written exam 1 hour 30 minutes 90 marks 50% of International GCSE

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



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™

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



International GCSE Business

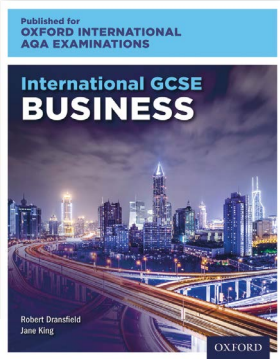


Designed for international students, this specification teaches skills in real-world business planning and operations while using international case studies and terminology to ensure its contents are globally relevant and motivating.

- 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
Paper 1 Influences of Operations and Human Resources on Business Activity	• Business in the real world • Influences on business • Business operations • Human resources	• Written exam • 2 hours • 90 marks • 50% of International GCSE
Paper 2 Influences of Marketing and Finance on Business Activity	• Business in the real world • Influences on business • Marketing • Finance	• Written exam • 2 hours • 90 marks • 50% of International GCSE

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



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.

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
Paper 1	Any part of the specification may be assessed.	• Written exam • 1 hour 30 minutes • 90 marks • 50% of International GCSE
Paper 2	Any part of the specification may be assessed.	• Written exam • 1 hour 30 minutes • 90 marks • 50% of International GCSE

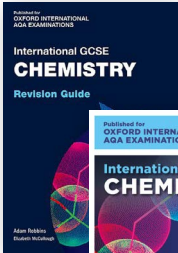
Teaching resources on our website



- 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 Chinese – First Language



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

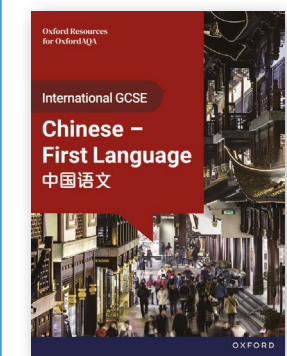
- This qualification offers a balanced approach across the key skills of reading, listening and writing.
- Topics are fresh, engaging and relevant to today’s students.
- Uses the same thematic assessment approach as the OxfordAQA International A-level Chinese – First Language qualification, ensuring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

Component	Subject content	Assessment
Paper 1 Listening and Reading	• Understanding and responding to different types of written and spoken language	• Written exam • 1 hour 45 minutes • 60 marks • 60% of International GCSE
Paper 2 Writing	• Communicating effectively in writing for a variety of purposes	• Written exam • 1 hour 30 minutes • 60 marks • 40% of International GCSE

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



International GCSE Chinese – First Language

Print Student Book
978 138 207539 8

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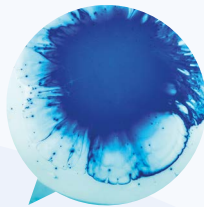
See page 88 for
International AS and
A-level Chinese – First
Language

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.

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 International GCSE grades based on their composite achievement.
- Students develop a range of practical skills alongside data analysis and critical thinking skills that they can use in their future studies and beyond.

Component	Subject content	Assessment
Paper 1 Biology	Any part of the biology section of the specification may be assessed.	• Written exam • 1 hour 45 minutes • 100 marks • 33.3% of International GCSE
Paper 2 Chemistry	Any part of the chemistry section of the specification may be assessed.	• Written exam • 1 hour 45 minutes • 100 marks • 33.3% of International GCSE
Paper 3 Physics	Any part of the physics section of the specification may be assessed.	• Written exam • 1 hour 45 minutes • 100 marks • 33.3% of International GCSE

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 Combined Science

Biology	Chemistry	Physics
Print Student Book 978 019 840793 5	Print Student Book 978 019 842308 9	Print Student Book 978 019 840795 9
Online Student Book 978 019 841158 1	Online Student Book 978 019 841163 5	Online Student Book 978 019 841168 0
Print and Online Pack 978 019 841157 4	Print and Online Pack 978 019 842307 2	Print and Online Pack 978 019 841167 3



International GCSEs

International GCSE

Computer Science

REVISED



Industry-relevant and future-focused, this qualification develops strong programming skills while introducing students to AI, cloud computing and other emerging technologies through practical, hands-on coding.

- 60% practical on-screen programming, 40% theory – a modern assessment model that prioritizes real-world coding skills over outdated content and excessive memorization.
- A refreshed curriculum reflects the latest developments in technology, with increased emphasis on cloud computing and the introduction of Artificial Intelligence (AI) and Large Language Models (LLMs).
- Programming languages updated to reflect current practice: Java replaces VB.net, alongside Python and C#, giving students relevant, widely used options for the on-screen exam.

Component	Subject content	Assessment
Paper 1 On-screen	Programming skills	2 hours 90 marks 60% of International GCSE
Paper 2	Theory	1.5 hours 60 marks 40% of International GCSE

This revised specification is available for first teaching from 2027, with first exams in May/June 2029. The current specification will have final exams in May/June 2028.

Resources from Oxford University Press



Cover image not final

International GCSE Computer Science – 2nd edition

Updated to reflect changes to the specification.

Print Student Book
978 138 210138 7

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See page 64 for our new International GCSE – Digital and Information Technology

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

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





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
Paper 1 Technical, Designing and Making Principles	- Core technical principles - Specialist technical principles - Designing and making principles	- Written exam 2 hours 100 marks 50% of International GCSE
Non-exam assessment Design and Make Task	Practical application of: - Core technical principles - Specialist technical principles - Designing and making principles	Students produce a prototype and portfolio of evidence. - Approximately 30–35 hours 100 marks 50% of International GCSE - Marked by teachers, moderated by OxfordAQA

Teaching resources on our website

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

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



Resources from Oxford University Press



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International GCSE Design and Technology: Product Design

Print Student Book
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International GCSE Digital and Information Technology

NEW



Building on the foundations of traditional ICT, our project-based learning and assessment approach enables students to develop both creative and technical skills, fostering confidence and adaptability in the use of modern and emerging technologies.

- A practical approach to study where students develop creative, digital solutions to real-world scenarios.
- Content selected for its relevance to modern, everyday experiences with technology, including AI, digital literacy and the impacts of technological developments.
- With just one external exam, this qualification allows students to focus on practical project work, independent thinking and the exploration of emerging technologies through non-exam assessment.

Component	Subject content	Assessment
Paper 1	Theory content	• 1.5 hours • 60 marks • 40% of International GCSE
Non-exam assessment	Practical skills	• Pre-release scenarios to be completed under supervision with no time limits • 90 marks • 60% of International GCSE

Teaching resources on our website

- Specimen assessment materials
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- NEA guidance
- Teacher Online Standardization (TOLS)

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Resources from Oxford University Press



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International GCSE Digital and Information Technology

Print Student Book
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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
Paper 1 How Markets Work	• Economic foundations • Resource allocation • How prices are determined • Production, costs, revenue and profit • Competitive and concentrated markets • Market failure	• Written exam • 1 hour 45 minutes • 80 marks • 50% of International GCSE
Paper 2 How Economies Work	• Government objectives • How the government manages the economy • International trade and the global economy • The role of money and financial markets	• Written exam • 1 hour 45 minutes • 80 marks • 50% of International GCSE

Teaching resources on our website

- Specimen assessment materials
- Past papers and mark schemes
- 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



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International GCSE Economics

Print Student Book
978 138 205266 5

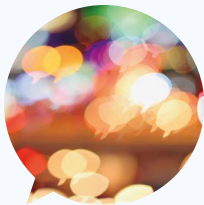
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International GCSE English as a Second Language (ESL)



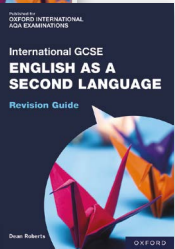
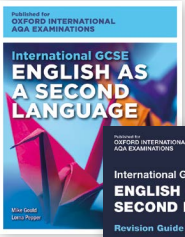
Designed for non-native English speakers who use English for their studies, students are assessed fairly with separate papers for all four core skills.

- 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
Paper 1 Reading	• Understanding and responding to different types of written language	• Written exam • 1 hour 15 minutes • 60 marks • 30% of International GCSE
Paper 2 Writing	• Communicating effectively in writing for a variety of purposes	• Written exam • 1 hour 15 minutes • 60 marks • 30% of International GCSE
Paper 3 Listening	• Understanding and responding to different types of spoken language	• Written exam • 45 minutes • 40 marks • 20% of International GCSE
Paper 4 Speaking	• Communicating and interacting effectively in speech for a variety of purposes	Non-exam assessment • Spoken exam – students respond to a photocard and then engage in general conversation. • 10 minutes, plus 10 minutes preparation time • 40 marks (photocard – 15 marks, general conversation – 25 marks) • 20% of International GCSE • Audio recording marked by OxfordAQA examiner

- 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



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
- NEA guidance
- Teacher Online Standardization (TOLS)

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



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
Paper 1	• Literary non-fiction • Composition	• Written exam • 2 hours • 80 marks • 60% of International GCSE
EITHER		
Paper 2	• Source-based reading • Directed writing	• Written exam • 2 hours • 80 marks • 40% of International GCSE
OR		
Non-exam assessment	• Students conduct independent research on at least five sources	• Written task and commentary • 60 marks • 40% of International GCSE • Marked by teachers, moderated by OxfordAQA

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

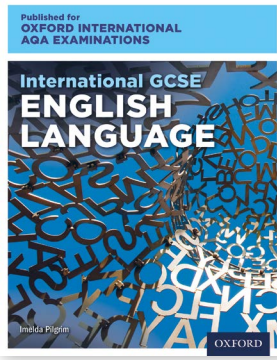
Teaching resources on our website



- Specimen assessment materials
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- Marked exemplars
- Scheme of work
- Data Insights
- Teaching guidance documents
- Teaching guidance video
- Command words
- Resource packs
- Classroom activity sheets
- NEA guidance
- Teacher Online Standardization (TOLS)

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



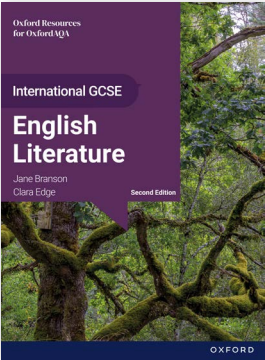
This specification features a range of classic and modern British and international texts, plus a coursework option – making it flexible and accessible for both teachers and students.

- 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
Paper 1 Prose and Drama	• Prose fiction • Drama	• Closed-book written exam • 1 hour 30 minutes • 60 marks • 40% of International GCSE
EITHER		
Route A, Paper 2a	• Poetry • Unseen poetry • Unseen prose	• Open-book written exam • 2 hours 15 minutes • 90 marks • 60% of International GCSE
OR		
Route B, Paper 2b	• Poetry • Unseen poetry	• Open-book written exam • 1 hour 30 minutes • 60 marks • 40% of International GCSE
Route B, Non-exam assessment	Students complete one extended response to a prose fiction text of their choice. This must not come from the prescribed list of set texts.	• 30 marks • 20% of International GCSE • Marked by teachers, moderated by OxfordAQA

This revised specification has first exams in May/June 2028. Please [see our website](#) for more information.

Resources from Oxford University Press



Cover image not final

NEW

International GCSE English Literature – 2nd edition
Updated to reflect changes to the specification.
Print Student Book
978 138 207551 0
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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
- NEA guidance
- Teacher Online Standardization (TOLS)

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

68 | Oxford International Programme

International GCSE French

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

- 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.

Component	Subject content	Assessment
Paper 1 Listening	• Understanding and responding to different types of spoken language	• Written exam • 50 minutes • 40 marks • 25% of International GCSE
Paper 2 Speaking	• Communicating and interacting effectively in speech for a variety of purposes	Non-exam assessment • Spoken exam – students respond to a photocard and then engage in general conversation • 10 minutes, plus 10 minutes preparation time • 40 marks (photocard – 15 marks, general conversation – 25 marks) • 25% of International GCSE • Audio recording marked by OxfordAQA examiner
Paper 3 Reading	• Understanding and responding to different types of written language	• Written exam • 1 hour 15 minutes • 60 marks • 25% of International GCSE
Paper 4 Writing	• Communicating effectively in writing for a variety of purposes	• Written exam • 1 hour 15 minutes • 60 marks • 25% of International GCSE

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



Cover image not final

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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Oxford International Programme | 69

International GCSEs

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 International GCSE to A-level.
- Fieldwork components are flexible around local environments, with fieldwork skills assessed through the main exam papers.

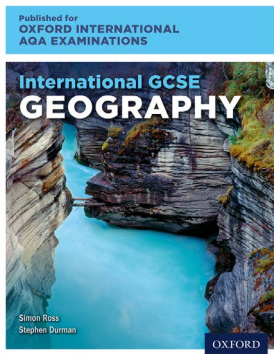
Component	Subject content	Assessment
Paper 1 Living with the Physical Environment	• The challenge of natural hazards • The living world • Physical landscapes	• Written exam • 1 hour 30 minutes • 80 marks • 36% of International GCSE
Paper 2 Challenges in the Human Environment	• Urban issues and challenges • The changing economic world • Global issues	• Written exam • 1 hour 30 minutes • 80 marks • 36% of International GCSE
Paper 3 Geographical and Fieldwork Skills	• Geographical skills • Fieldwork skills • Enquiry skills	• Written exam • 1 hour 30 minutes • 80 marks • 28% of International GCSE

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
- Command words

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

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 Global Skills Projects



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 International 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
Individual project	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 or an artefact with a written report of a minimum of 500 words.	60%
Group sustainability action project	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
- NEA guidance
- Frequently asked questions
- Teacher Online Standardization (TOLS)

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

Resources from Oxford University Press



International GCSE Global Skills Projects
Print Student Book
978 138 20755 72
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**8billionideas**

Support with training and delivery from 8billionideas

Drawing on its award-winning Critical Curriculum, 8billionideas has developed a full suite of teaching and learning resources, enabling schools to deliver International GCSE Global Skills Projects with confidence and consistency.

Find out more about the partnership



“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.”

Edison Yan, CEO
GEC Academy, China



International GCSE History



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
Paper 1 International Relations Depth Studies: Conflict and Peace in the 20th Century	Section A: One from two optional depth studies: • Peace-making and the League of Nations, 1919–1939 • Crises of the Cold War, 1960–1975 Section B: One from four optional depth studies: • The origins of the First World War, c1890–1915 • Hitler’s foreign policy and the origins of the Second World War, 1933–1941 • The origins and development of the Cold War, 1945–1960 • Détente and the collapse of Communism, c1969–1991	• Written exam • 1 hour 45 minutes • 60 marks • 50% of International GCSE
Paper 2 Studies in Change	Section A: One from three optional studies looking at societies in change: • Life in Germany, 1919–1949 • Life in Russia and the USSR, 1914–1953 • Life in the USA, 1920–1968 Section B: One from two thematic studies: • Technology and change, c800–present day • Medicine and change, c800–present day	• Written exam • 1 hour 45 minutes • 60 marks • 50% of International GCSE

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

International GCSE History
International Relations: Conflict and Peace in the 20th Century
Print Student Book
978 138 207559 6

Thematic Studies
Print Student Book
978 138 207567 1

Societies in Change: Life in Germany, 1919–1949
Print Student Book
978 138 207563 3

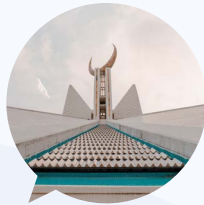
Societies in Change: Life in Russia and the USSR, 1914–1953
Print Student Book
978 138 207563 3

Societies in Change: Life in the USA, 1920–1968
Print Student Book
978 138 207565

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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
Paper 1 Living the Muslim Life	• Islam: Beliefs and teachings • Islam: Practices	• Written exam • 1 hour 30 minutes • 50 marks • 50% of International GCSE
Paper 2 The Life of Hazrat Muhammad ﷺ and Sources of Authority in Islam	• The life of Hazrat Muhammad ﷺ • Sources of authority in Islam	• Written exam • 1 hour 30 minutes • 50 marks • 50% of International GCSE

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
Mathematics

REVISED



Revised for first teaching from 2027, this clear and modern specification strengthens reasoning skills and promotes the practical application of pure and applied mathematics in real-world contexts.

- The specification has been streamlined by clarifying content and removing some topics, making overall size more manageable.
- Content now largely separated between Paper 1 and Paper 2, with only limited overlap, to support clearer planning and revision.
- Popular elements are retained, including calculator papers for Core and Extension, with carefully chosen vocabulary and contexts to ensure accessibility for both native English speakers and EAL students.

Component	Subject content	Assessment	 Calculator allowed in all exams
Core 1c	- Topics that occur in Papers 1 and 2 - Topics that occur only in Paper 1 Please see the specification for more information.	- Written exam 1 hour 30 minutes 80 marks 50% of International GCSE	
Core 2c	- Topics that occur in Papers 1 and 2 - Topics that occur only in Paper 2 Please see the specification for more information.	- Written exam 1 hour 30 minutes 80 marks 50% of International GCSE	
Extension 1e	Core material (see above) plus all related Extension-only topics Please see the specification for more information.	- Written exam 1 hour 30 minutes 80 marks 50% of International GCSE	
Extension 2e	Core material (see above) plus all related Extension-only topics Please see the specification for more information.	- Written exam 1 hour 30 minutes 80 marks 50% of International GCSE	

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

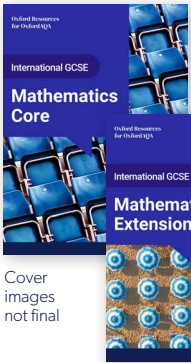
- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Teaching guidance document
- Topic tests
- Command words
- Route maps
- Examprom™
- Classroom activity sheets

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



Resources from Oxford University Press

NEW



Cover images not final

International GCSE Mathematics – 2nd edition

Updated to reflect changes to the specification.

Core
Print Student Book
978 138 210140 0



Extension
Print Student Book
978 138 210144 8



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International GCSE
Additional Mathematics

NEW



Designed to challenge and inspire students with a passion for maths, this qualification supports clear progression to AS and A-level study.

- Most of the specification content is uniquely assigned to either Paper 1 or Paper 2, supporting clearer planning, teaching and revision, with only limited overlap between papers.
- Incorporates many popular International GCSE Mathematics features, including calculator use in both papers and carefully selected vocabulary and contexts that support equal accessibility for both native English speakers and EAL students.
- Each paper is 1 hour 30 minutes and worth 80 marks, aligning with International GCSE Mathematics and ensuring a manageable and considered assessment burden.

Component	Subject content	Assessment	 Calculator allowed in all exams
Paper 1	- Calculations with decimals - Sets - Exponentials and logarithms - Multiplying and dividing linear expressions - Graphing linear inequalities - Vector geometry - Matrices - Variance and standard deviation - The Normal distribution	- Written exam 1 hour 30 minutes 80 marks 50% of International GCSE	
Paper 2	- Graphing linear inequalities - Equation of a circle - Transformation of graphs - Radians - Trig identities - Trig equations - Differentiation - Stationary points - Indefinite integration - Definite integration - Equations of Constant Acceleration	- Written exam 1 hour 30 minutes 80 marks 50% of International GCSE	

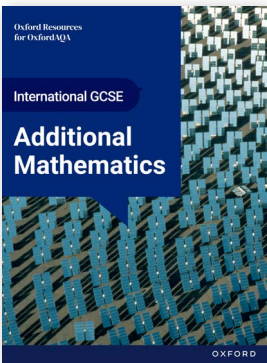
Teaching resources on our website

- Specimen assessment materials
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Command words
- Route maps
- Classroom activity sheets

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

Resources from Oxford University Press

NEW



Cover image not final

International GCSE
Additional Mathematics

Print Student Book
978 138 210134 9

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International GCSE Media Studies

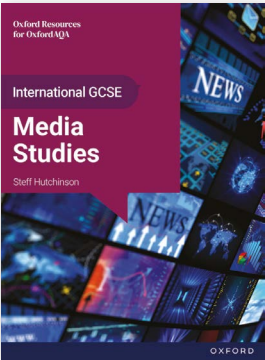


The only GCSE Media Studies qualification designed exclusively for international students, this specification explores a range of media products and inspires students’ creativity through its coursework component.

- 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
Paper 1 Media Knowledge and Understanding	• Media language • Media representation • Media industries • Media audiences	• Written exam • 2 hours • 100 marks • 50% of International GCSE
Non-exam assessment Creating a Media Product	Students respond to one from a choice of six briefs.	• 100 marks • 50% of International GCSE • Marked by teachers, moderated by OxfordAQA

Resources from Oxford University Press



International GCSE Media Studies
Print Student Book
978 138 206683 9

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Teaching resources on our website



- Specimen assessment materials
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Command words
- Subject-specific vocabulary
- NEA guidance
- Teacher Online Standardization (TOLS)

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



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
Paper 1 The History and Culture of Pakistan	• The Pakistan movement (1857–1947) • Pakistan into the 21st century: from independence to 2022 • Islam in the subcontinent (c700– c1831) or The Mughal Empire (c1526–c1850s)	• Written exam • 1 hour 30 minutes • 77 marks • 50% of International GCSE
Paper 2 The Human and Physical Geography of Pakistan	• The landscape and natural resources of Pakistan • The people and economy of Pakistan • Globalization, transport and communication in Pakistan or Creating a sustainable future for Pakistan	• Written exam • 1 hour 30 minutes • 77 marks • 50% of International GCSE

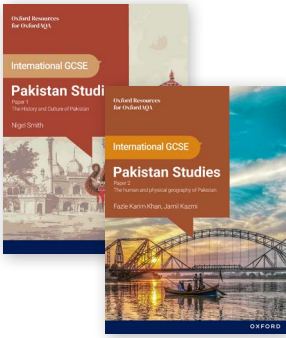
Teaching resources on our website



- 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





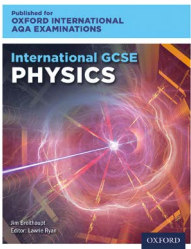
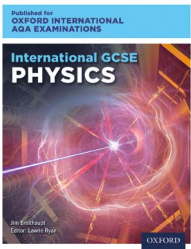
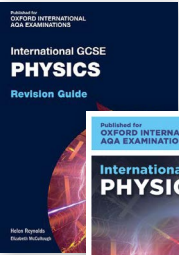
International GCSE Physics



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
Paper 1	Any part of the specification may be assessed.	• Written exam • 1 hour 30 minutes • 90 marks • 50% of International GCSE
Paper 2	Any part of the specification may be assessed.	• Written exam • 1 hour 30 minutes • 90 marks • 50% of International GCSE



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



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.



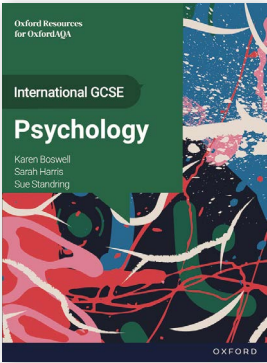
International GCSE Psychology



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
Paper 1 Cognition and Behaviour	• Memory • Perception • Biopsychology • Research methods	• Written exam • 2 hours • 100 marks • 50% of International GCSE
Paper 2 Social Context and Behaviour	• Communication • Social influences • Mental health • Research methods	• Written exam • 2 hours • 100 marks • 50% of International GCSE



Resources from Oxford University Press

International GCSE Psychology

Print Student Book
978 138 205269 6

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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.



International GCSE Sociology



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 given to the amount of classical and modern sociological theory students will study, creating a manageable, engaging specification.

Component	Subject content	Assessment
Paper 1	- Families - Education - Research methods	- Written exam 1 hour 30 minutes 60 marks 50% of International GCSE
Paper 2	- Differences and inequalities - Socialization and social control - Research methods	- Written exam 1 hour 30 minutes 60 marks 50% of International GCSE

Teaching resources on our website

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

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

Resources from Oxford University Press

International GCSE Sociology
Print Student Book
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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
Paper 1 Listening	Understanding and responding to different types of spoken language	- Written exam 50 minutes 40 marks 25% of International GCSE
Paper 2 Speaking	Communicating and interacting effectively in speech for a variety of purposes	Non-exam assessment - Spoken exam – students respond to a photocard and then engage in general conversation 10 minutes, plus 10 minutes preparation time 40 marks (photocard – 15 marks, general conversation – 25 marks) 25% of International GCSE - Audio recording marked by OxfordAQA examiner
Paper 3 Reading	Understanding and responding to different types of written language	- Written exam 1 hour 15 minutes 60 marks 25% of International GCSE
Paper 4 Writing	Communicating effectively in writing for a variety of purposes	- Written exam 1 hour 15 minutes 60 marks 25% of International GCSE

- 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 Spanish
Print Student Book
978 138 206473 6

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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.

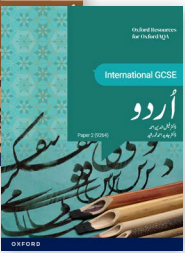
Component	Subject content	Assessment
Paper 1 Reading, Grammar and Meaning	• Understanding and responding to different types of written language	• Written exam • 1 hour 45 minutes • 70 marks • 50% of International GCSE
Paper 2 Writing	• Communicating effectively in writing for a variety of purposes	• Written exam • 1 hour 45 minutes • 70 marks • 50% of International GCSE

- 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



International GCSE Urdu
Writing
Print Student Book
978 969 734770 4

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.



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. Modular International AS and A-level exam results can be carried forward with no time limit.

- Accounting
- Biology
- Business
- Chemistry
- Chinese – First Language
- Computer Science
- Economics
- English Language
- English Literature **REVISED**
- Extended Project Qualification (EPQ)
- Geography
- Mathematics **REVISED**
- Mathematics – Further **REVISED**
- Physics
- Psychology
- Sociology

More exam series: May/June, October/November and January

In addition to our existing exam series in May/June, we’re introducing a new, full International AS and A-level exam series in October/November, from 2028.

Plus – an International AS and A-level exam series in January for Biology, Chemistry, Physics, Mathematics, Further Mathematics, and Economics, from 2029.

See page 44 for more details.

Looking to offer more subjects?

As an approved OxfordAQA centre, you may be able to register with AQA and choose from a broad selection of GCSE, AS & A-level qualifications.

AQA is a regulated awarding organization based in the UK. Please note that regional subject availability, restrictions on equivalent qualifications and JCQ approval criteria will apply.

For more information, [visit our website](#) or contact us at info@oxfordaqa.com

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.

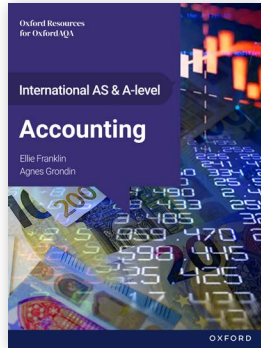
Unit	Subject content	Assessment
AS Unit 1 Introduction to Financial Accounting	• An introduction to the role of the accountant in business • Types of business organization • The double entry model • Verification of accounting records • Accounting concepts used in the preparation of accounting records • Preparation of financial statements of sole traders • Analysis and evaluation of financial information	• Written exam • 2 hours • 80 marks • 50% of International AS-level • 20% of International A-level
AS Unit 2 Financial and Management Accounting	• An introduction to the role of the accountant in business • Types of business organization • The double entry model • Limited company accounts • Analysis and evaluation of financial information • Budgeting • Marginal costing	• Written exam • 2 hours • 80 marks • 50% of International AS-level • 20% of International A-level
A-level Unit 3 Financial Accounting	• Accounting for organizations with incomplete records • Partnership accounts • Accounting for limited companies • Manufacturing accounts • Clubs and non-profit-making organizations • Interpretation, analysis and communication of accounting information • The impact of ethical considerations	• Written exam • 2 hours 15 minutes • 90 marks • 30% of International A-level
A-level Unit 4 Accounting for Analysis and Decision Making	• Standard costing and variance analysis • Absorption and activity-based costing • Capital investment appraisal • Accounting for limited companies • Interpretation, analysis and communication of accounting information • The impact of ethical considerations	• Written exam • 2 hours 15 minutes • 90 marks • 30% of International A-level

Teaching resources on our website

- Specimen assessment materials
- Switching guide
- 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 Accounting

Print Student Book
978 138 206663 1

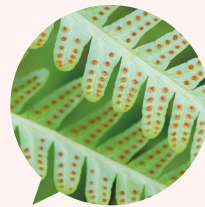
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Now available in Kerboodle: Plan Assist is a resource generation AI tool that works with you to create custom teaching and planning materials using trusted Oxford University Press content fully matched to OxfordAQA specifications (see page 41).



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.

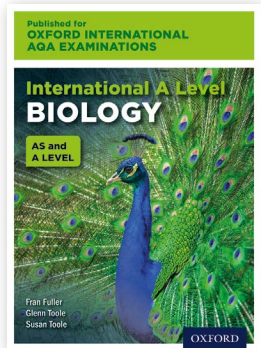
Unit	Subject content	Assessment
AS Unit 1 The Diversity of Living Organisms	• Biological molecules • Cells and cell structure • Cell transport • Gas exchange • Genetics • Protein synthesis • Species and taxonomy • Biodiversity	• Written exam • 1 hour 30 minutes • 75 marks • 50% of International AS-level • 20% of International A-level
AS Unit 2 Biological Systems and Disease	• Causes of disease • Defence against disease • The heart and blood circulation • Mass transport in plants • Plant disease • Mutation and cancer	• Written exam • 1 hour 30 minutes • 75 marks • 50% of International AS-level • 20% of International A-level
A-level Unit 3 Population and Genes	• Biotic and abiotic effects on populations • Photosynthesis • Respiration • Energy transfer • Inheritance • Evolution and speciation	• Written exam • 1 hour 30 minutes • 75 marks • 20% of International A-level
A-level Unit 4 Control	• Control systems in plants and animals • Receptors • Nerves and synapses • Effectors • Homeostasis • Hormones • Heart rate • Transcription and translation • Recombinant DNA technology	• Written exam • 1 hour 30 minutes • 75 marks • 20% of International A-level
A-level Unit 5 Synoptic Paper	Any part of the specification may be assessed.	• Written exam • 1 hour 30 minutes • 75 marks • 20% of International A-level

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.

Resources from Oxford University Press



International AS and A-level Biology

Print Student Book
978 019 837601 9

Online Student Book
978 019 841173 4

Print and Online Pack
978 019 841172 7



International AS and A-level Business



This relevant, engaging specification introduces students to the critical elements of business strategy and analysis, supporting 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 develops 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
AS Unit 1 Business and Markets	- What is business? - Marketing	- Written exam 1 hour 15 minutes 60 marks 50% of International AS-level 20% of International A-level
AS Unit 2 Managing Operations, Human Resources and Finance	- Operational performance - Human resources - Finance	- Written exam 1 hour 15 minutes 60 marks 50% of International AS-level 20% of International A-level
A-level Unit 3 Business Analysis	- Mission, objectives and strategy - Analysing the existing internal position of a business - Analysing the industry environment - Analysing the external environment to assess opportunities and threats	- Written exam 1 hour 45 minutes 80 marks 30% of International A-level
A-level Unit 4 Strategy	- Strategic options - Strategic positioning - Deciding on a strategic investment - Types of strategies - Implementing a strategy	- Written exam 1 hour 45 minutes 80 marks 30% of International A-level

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 has 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



International AS Business – 2nd edition

Updated to reflect changes to the specification.

Print Student Book
978 138 207595 4

International A2 Business – 2nd edition

Print Student Book
978 138 207581 7

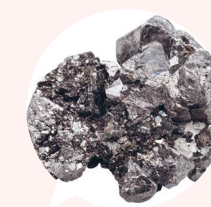
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International AS and A-level Chemistry



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
AS Unit 1 Inorganic 1 and Physical 1	- Atoms - Bonding - Energetics - Oxidation, reduction and redox equations - Periodicity	- Written exam 1 hour 30 minutes 70 marks 50% of International AS-level 20% of International A-level
AS Unit 2 Organic 1 and Physical 1	- Kinetics - Chemical equilibria - Organic chemistry - Alkanes, alkenes and alcohols - Organic analysis	- Written exam 1 hour 30 minutes 70 marks 50% of International AS-level 20% of International A-level
A-level Unit 3 Inorganic 2 and Physical 2	- Thermodynamics - Electrodes and electrochemical cells - Acids and bases - Period 3 elements - Transition metals - Ion reactions	- Written exam 1 hour 30 minutes 80 marks 21% of International A-level
A-level Unit 4 Organic 2 and Physical 2	- Rate equations - Optical isomerism - Aldehydes and ketones - Carboxylic acids - Aromatic chemistry - Amines, polymers and amino acids - Organic synthesis - Nuclear magnetic resonance spectroscopy - Chromatography	- Written exam 1 hour 30 minutes 80 marks 21% of International A-level
A-level Unit 5 Synoptic Paper	Any part of the specification may be assessed.	- Written exam 1 hour 25 minutes 60 marks 18% of International A-level

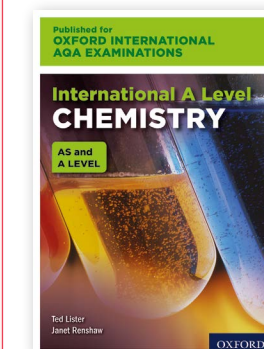
Teaching resources on our website

- 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.



Resources from Oxford University Press



International AS and A-level Chemistry

Print Student Book
978 019 837602 6

Online Student Book
978 019 841178 9

Print and Online Pack
978 019 841177 2



International AS and A-level Chinese – First Language



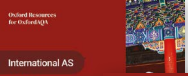
Expands students’ cultural knowledge while developing their language skills.

- 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
AS Unit 1 Listening and Writing	• Understanding and responding to different types of spoken language • Communicating effectively in writing for a variety of purposes	• Written exam • 1 hour 15 minutes • 50 marks • 50% of International AS-level • 20% of International A-level
AS Unit 2 Reading	• Understanding and responding to different types of written language	• Written exam • 1 hour 45 minutes • 50 marks • 50% of International AS-level • 20% of International A-level
A-level Unit 3 Short-form Literature and Writing	One question from each section: • Section A: Choice between a poem or a short story question • Section B: Communicating effectively in writing to produce an open letter	• Written exam • 2 hours • 60 marks • 30% of International A-level
A-level Unit 4 The Novel and Writing	One question from each section: • Section A: Choice of one of three specified novels • Section B: Communicating effectively in writing to produce a narrative	• Written exam • 2 hours • 60 marks • 30% of International A-level

- This qualification is taught through five themes:**
- 1 Society
 - 2 Education and work
 - 3 Culture
 - 4 Science and technology
 - 5 Global dimension

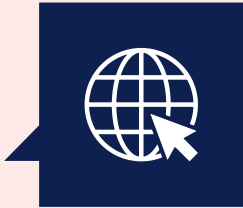
Resources from Oxford University Press



International AS Chinese – First Language
Print Student Book
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International A2 Chinese – First Language
Print Student Book
978 138 207528 2

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See page 60 for International GCSE Chinese – First Language

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
AS Unit 1 Programming	• Procedural programming • Fundamental data structures • Program design • Searching and sorting algorithms	• On-screen exam available in Python 3, Visual Basic or C# • 2 hours • 75 marks • 50% of International AS-level • 20% of International A-level
AS Unit 2 Concepts and Principles of Computer Science	• Representing data • Computer systems • Computer organization and architecture • Machine code and assembly language	• Written exam • 1 hour 30 minutes • 75 marks • 50% of International AS-level • 20% of International A-level
A-level Unit 3 Advanced Programming	• Procedural programming • Fundamental data structures • Program design • Object-oriented and additional programming • Advanced data structures • Advanced algorithms	• On-screen exam available in Python 3, Visual Basic or C# • 2 hours 30 minutes • 90 marks • 30% of International A-level
A-level Unit 4 Advanced Concepts and Principles of Computer Science	• Functional programming • Theory of computation • Networking and cybersecurity • Databases • Artificial Intelligence	• Written exam • 1 hour 30 minutes • 75 marks • 30% of International A-level

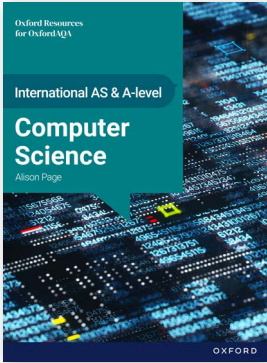
Teaching resources on our website

- 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 AS and A-level Computer Science
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International AS and A-level Economics



Reflecting recent developments in international economics, this specification focuses 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.

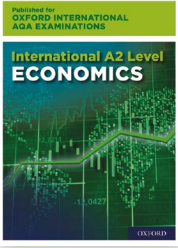
Unit	Subject content	Assessment
AS Unit 1 The Operation of Markets, Market Failure and the Role of Government	- The economic problem and methodology - How markets work - An introduction to production, costs, revenue and profit - Competitive and concentrated markets - Market failure and government intervention in markets	- Written exam 1 hour 45 minutes 80 marks 50% of International AS-level 20% of International A-level
AS Unit 2 The National Economy in a Global Environment	- The measurement of macroeconomic performance - How the macroeconomy works - Economic performance - Macroeconomic policy	- Written exam 1 hour 45 minutes 80 marks 50% of International AS-level 20% of International A-level
A-level Unit 3 The Economics of Business Behaviour and the Distribution of Income	- The objectives of individuals and firms - Costs, revenue and profits - Perfect competition, imperfectly competitive markets and monopoly - The labour market - Poverty and inequality	- Written exam 2 hours 90 marks 30% of International A-level
A-level Unit 4 Economic Development and the Global Economy	- Globalization and trade - The balance of payments, exchange rates and financial markets - Economic growth and development	- Written exam 2 hours 90 marks 30% of International A-level

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

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

Resources from Oxford University Press

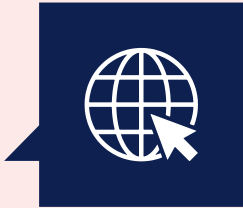


International AS Economics
Print Student Book
978 138 200685 9
Online Student Book
978 138 200686 6
Print and Online Pack
978 138 200684 2



International A2 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 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.

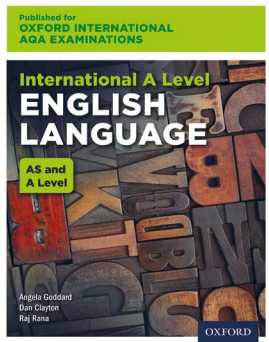
Unit	Subject content	Assessment
AS Unit 1 Language and Context	Section A: Understanding texts Section B: Directed writing	- Written exam 2 hours 50 marks 50% of International AS-level 20% of International A-level
AS Unit 2 Language and Society	Section A: Language and social groups (texts) Section B: Language and social groups (writing)	- Written exam 2 hours 50 marks 50% of International AS-level 20% of International A-level
A-level Unit 3 Language Variation	Section A: Learning language Section B: International English	- Written exam 2 hours 30 minutes 50 marks 30% of International A-level
EITHER		
A-level Unit 4a Language Exploration	Investigating data	- Written exam 2 hours 30 minutes 50 marks 30% of International A-level
OR		
A-level Unit 4b Language Exploration	Students complete a language investigation of 2,500–3,000 words, including collecting and analysing their own data.	Non-exam assessment 50 marks 30% of International A-level - Marked by teachers, moderated by OxfordAQA

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 Language
Print Student Book
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Online Student Book
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Print and Online Pack
978 019 841197 0





International AS and A-level English Literature

REVISED



Revised for first teaching from 2027, this refreshed and more diverse specification deepens literary understanding, supports independent study, and offers greater flexibility to engage every learner.

- Updated set texts and poetry anthology retain popular choices while broadening diversity, introducing more female and non-Western voices to enrich perspectives.
- The flexible assessment structure is maintained, with exam or non-exam routes and an A2 coursework option to tailor learning to students’ strengths and interests.
- A concept-led approach focused on areas such as genre and theory develops higher-level analytical skills, reflects university-style study, and is supported by enhanced teaching guidance.

Unit	Subject content	Assessment
AS Unit 1 Elements of Dramatic Tragedy	Section A: Elizabethan and Jacobean tragedy Section B: Later dramatic tragedy	- Closed-book written exam 2 hours 50 marks 50% of International AS-level 20% of International A-level
AS Unit 2 Place in Literary Texts	Section A: Prose Section B: Poetry	- Open-book written exam 2 hours 50 marks 50% of International AS-level 20% of International A-level
A-level Unit 3 Elements of Crime and Mystery	Drama and/or prose	- Closed-book written exam 2 hours 50 marks 30% of International A-level
EITHER		
A-level Unit 4a Literary Representations	- Unseen prose - Unseen poetry	- Closed-book written exam 2 hours 30 minutes 50 marks 30% of International A-level
OR		
A-level Unit 4b Literary Representations	- Poetry - Prose Students will study one poetry and one prose text.	Non-exam assessment - Two essays of 1,250–1,500 words 50 marks 30% of International A-level - Marked by teachers, moderated by OxfordAQA

This revised specification is available for first teaching from 2027, with first AS exams in May/June 2028 and first A2 exams in May/June 2029. Please [see our website](#) for more information.



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 alongside A-levels, helping develop transferable skills that support students’ studies and strengthen 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.
- Thanks to feedback from schools, students now have two opportunities a year to submit their projects – in May or November.

Assessment Objectives		Weighting
AO1 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%
AO2 Planning, monitoring and developing	Produce a project plan which incorporates a time schedule, undertake a risk assessment and monitor progress against objectives.	20%
AO3 Demonstration of research skills	Research, select, organize and scrutinize a range of information and resources, justifying the selection of both secondary and primary sources used.	20%
AO4 Analysis and application of research	Implement the project plan, analyse the findings of the research and complete the project: a 5,000-word report or 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%
AO5 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

NEW

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.

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Teaching resources on our website

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Resources from Oxford University Press



International EPQ

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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
AS Unit 1 Physical Geography 1	• Living with hazards • Hot desert systems and landscapes or Coastal systems and landscapes	• Written exam • 1 hour 30 minutes • 80 marks • 50% of International AS-level • 20% of International A-level
AS Unit 2 Human Geography 1	• Global systems and governance • Resource security	• Written exam • 1 hour 30 minutes • 80 marks • 50% of International AS-level • 20% of International A-level
A-level Unit 3 Physical Geography 2	• Water, carbon and life on Earth • Ecosystems under stress	• Written exam • 1 hour 30 minutes • 80 marks • 20% of International A-level
A-level Unit 4 Human Geography 2	• Changing places • People and contemporary urban environments	• Written exam • 1 hour 30 minutes • 80 marks • 20% of International A-level
A-level Unit 5 Fieldwork and Geographical Skills	• Fieldwork skills • Geographical skills	• Written exam • 1 hour 30 minutes • 60 marks • 20% of International A-level

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
- Command words

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

Resources from Oxford University Press

International AS and A-level Geography
Human
Print Student Book
978 019 841736 1

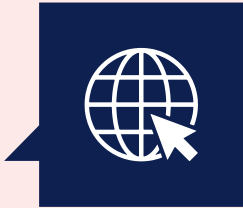
Online Student Book
978 019 841738 5

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 Mathematics

REVISED



Revised for first teaching from 2027, this flexible and streamlined specification offers greater choice at AS and reduces unnecessary pressure by providing a clearer, more consistent assessment experience.

- Optionality introduced at AS, allowing a choice between Mechanics or Statistics, while maintaining a strong Pure Mathematics foundation with four compulsory units across AS and A2.
- Clearer structure with separate exam papers for Pure, Mechanics, and Statistics, and consistent paper design across both AS and A2 to support confident exam preparation.
- Shorter, more manageable exam papers and aligned weighting (50% AS, 50% A2) reduce time pressure and create a more balanced assessment experience.

Unit	Subject content	Assessment	Calculator allowed in all exams
AS Unit 1 AS Compulsory	Pure Mathematics 1	• Written exam • 1 hour 15 minutes • 60 marks • 33.3% of International AS-level • 16.6% of International A-level	
AS Unit 2 AS Compulsory	Pure Mathematics 2	• Written exam • 1 hour 15 minutes • 60 marks • 33.3% of International AS-level • 16.6% of International A-level	
AS Unit 3 AS Option	Mechanics 1 or Statistics 1	• Written exam • 1 hour 15 minutes • 60 marks • 33.3% of International AS-level • 16.6% of International A-level	
A-level Unit 4 A2 Compulsory	Pure Mathematics 3	• Written exam • 1 hour 15 minutes • 60 marks • 16.6% of International A-level	
A-level Unit 5 A2 Compulsory	Pure Mathematics 4	• Written exam • 1 hour 15 minutes • 60 marks • 16.6% of International A-level	
A-level Unit 6 A2 Option	Mechanics 1 or Statistics 1 or Mechanics 2 or Statistics 2	• Written exam • 1 hour 15 minutes • 60 marks • 16.6% of International A-level	

This revised specification is available for first teaching from 2027, with first AS exams in May/June 2028 and first A2 exams in May/June 2029. Please [see our website](#) for more information.



Teaching resources on our website

- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Switching guide
- Command words
- Data Insights
- Exampro™

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

Resources from Oxford University Press

Cover images not final

International AS and A-level Mathematics – 2nd edition

Updated to reflect changes to the specification.

AS
Print Student Book
978 138 210154 7

A2
Print Student Book
978 138 210148 6

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International AS and A-level Further Mathematics

REVISED



A more flexible and coherent Further Mathematics specification that expands choice, simplifies assessment and supports deeper mathematical understanding.

- Following the same approach to International A-level Mathematics, optionality has been introduced at AS, allowing a choice between Mechanics or Statistics, while maintaining a strong Pure Mathematics foundation with four compulsory units across AS and A2.
- Clearer structure with separate exam papers for Pure, Mechanics, and Statistics, and consistent paper design across both AS and A2 to support confident exam preparation.
- Shorter, more manageable exam papers and aligned weighting (50% AS, 50% A2) reduce time pressure and create a more balanced assessment experience.

Unit	Subject content	Assessment	 Calculator allowed in all exams
AS Unit 1 AS Compulsory	Further Pure Mathematics 1	• Written exam • 1 hour 15 minutes • 60 marks • 33.3% of International AS-level • 16.6% of International A-level	
AS Unit 2 AS Compulsory	Further Pure Mathematics 2	• Written exam • 1 hour 15 minutes • 60 marks • 33.3% of International AS-level • 16.6% of International A-level	
AS Unit 3 AS Optional	Further Mechanics 1 or Further Statistics 1	• Written exam • 1 hour 15 minutes • 60 marks • 33.3% of International AS-level • 16.6% of International A-level	
A-level Unit 4 A2 Compulsory	Further Pure Mathematics 3	• Written exam • 1 hour 15 minutes • 60 marks • 16.6% of International A-level	
A-level Unit 5 A2 Compulsory	Further Pure Mathematics 4	• Written exam • 1 hour 15 minutes • 60 marks • 16.6% of International A-level	
A-level Unit 6 A2 Optional	Further Mechanics 1 or Further Statistics 1 or Further Mechanics 2 or Further Statistics 2	• Written exam • 1 hour 15 minutes • 60 marks • 16.6% of International A-level	

This revised specification is available for first teaching from 2027, with first AS exams in May/June 2028 and first A2 exams in May/June 2029. Please see our website for more information.



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.

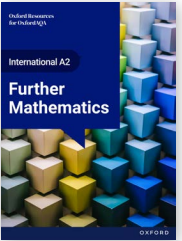
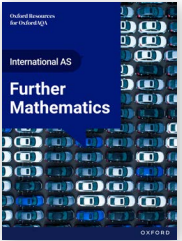
Unit	Subject content	Assessment
AS Unit 1 Mechanics, Materials and Atoms	• Measurements and their errors • Mechanics and materials • Particles, radiation and radioactivity	• Written exam • 2 hours • 80 marks • 50% of International AS-level • 20% of International A-level
AS Unit 2 Electricity, Waves and Particles	• Electricity • Oscillations and waves	• Written exam • 2 hours • 80 marks • 50% of International AS-level • 20% of International A-level
A-level Unit 3 Fields and their Consequences	• Circular and periodic motion • Gravitational fields and satellites • Electric fields and capacitance • Exponential change • Magnetic fields	• Written exam • 2 hours • 80 marks • 20% of International A-level
A-level Unit 4 Energy and Energy Resources	• Thermal physics • Nuclear energy • Energy sources	• Written exam • 2 hours • 80 marks • 20% of International A-level
A-level Unit 5 Synoptic Paper and Physics in Practice	• Practical and analytical skills Any part of the specification may be assessed.	• Written exam • 2 hours • 80 marks • 20% of International A-level

Teaching resources on our website

- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Switching guide
- Data Insights
- Exampro™

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

Resources from Oxford University Press



Cover images not final

International AS and A-level Further Mathematics – 2nd edition

Updated to reflect changes to the specification.

AS
Print Student Book
978 138 210152 3

A2
Print Student Book
978 138 210146 2

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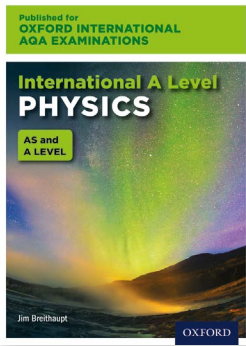
Now available in Kerboodle: Plan Assist is a resource generation AI tool that works with you to create custom teaching and planning materials using trusted Oxford University Press content fully matched to OxfordAQA specifications (see page 41).

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.

Resources from Oxford University Press



International AS and A-level Physics

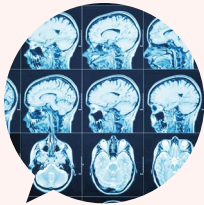
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International AS and A-level Psychology



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.

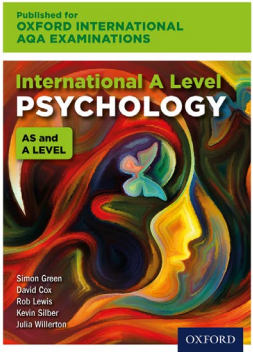
Unit	Subject content	Assessment
AS Unit 1 Introductory Topics in Psychology	• Memory • Social psychology • Psychopathology	• Written exam • 1 hour 30 minutes • 90 marks • 50% of International AS-level • 20% of International A-level
AS Unit 2 Biopsychology, Development and Research Methods 1	• Biopsychology • Cognitive development • Research methods 1	• Written exam • 1 hour 30 minutes • 90 marks • 50% of International AS-level • 20% of International A-level
A-level Unit 3 Advanced Topics and Research Methods 2	• Psychology of sleep • Schizophrenia • Research methods 2	• Written exam • 1 hour 30 minutes • 90 marks • 30% of International A-level
A-level Unit 4 Approaches and Application	• Scientific approaches in psychology • Issues and debates in psychology • Applied psychology: work and the individual	• Written exam • 1 hour 30 minutes • 90 marks • 30% of International A-level

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



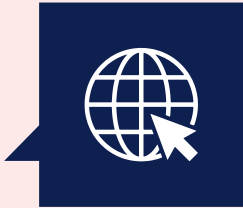
International AS and A-level Psychology

Print Student Book
978 019 841754 5

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International AS and A-level Sociology



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.

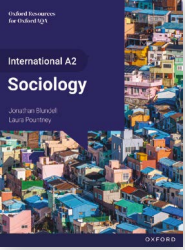
Unit	Subject content	Assessment
AS Unit 1	• Families • Research methods	• Written exam • 1 hour 45 minutes • 60 marks • 50% of International AS-level • 20% of International A-level
AS Unit 2	• Socialization and social control • Research methods	• Written exam • 1 hour 45 minutes • 60 marks • 50% of International AS-level • 20% of International A-level
A-level Unit 3	• People and development	• Written exam • 1 hour 30 minutes • 50 marks • 20% of International A-level
A-level Unit 4	• People and the environment	• Written exam • 1 hour 30 minutes • 50 marks • 20% of International A-level
A-level Unit 5	• People and technologies	• Written exam • 1 hour 30 minutes • 50 marks • 20% of International A-level

Teaching resources on our website

- Specimen assessment materials
- Scheme of work
- Switching guide
- Teacher Guide
- Marked exemplars
- Command words
- Subject-specific vocabulary
- 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 A2 Sociology

Print Student Book
978 138 207583 1

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