

# Year 3 Booklet for I/GCSE Options 2024-2025



**THE ENGLISH SCHOOL**  
A SECOND CENTURY OF EXCELLENCE

# Introduction and Useful Advice

Dear Year 3 Students,

Welcome to the Options process! We're sure you're excited about the opportunity to make subject choices as you transition into Year 4 and begin your I/GCSE program. Please read the following guidelines carefully, as they contain valuable information.

The first three years of your Secondary Education at The English School provide a broad, solid, and well-rounded foundation, setting the stage for future studies in the upper years of the School. Starting in Year 4, you will enter a four-year program leading to greater specialisation, preparing you for International A Levels. This in-depth study approach requires you to select courses that suit your personal interests, future career paths, and likely university destinations.

During Year 3, you will need to choose the subjects you wish to study at GCSE or IGCSE Level. However, this is not a completely free choice, as all students must take certain core subjects. This requirement ensures you have a balanced academic profile and the necessary skills for future university applications and career opportunities.

The **compulsory subjects** are:

Compulsory Subjects in Year 4 & Year 5
English Language
English Literature
Greek or Turkish
Mathematics
Physical Education
PSHCE (Personal, Social, Health and Citizenship Education)
Religious Instruction / Religious Education

In addition to these, you will have five additional subject choices, as outlined in this Options Booklet. When selecting these subjects, avoid making choices based on the following:

- What your friends are choosing
- The teacher you have this year

Instead, choose subjects that provide a balanced mix of disciplines, keeping your future options open. Consider the country where you may study and your career aspirations. For example, due to Brexit, many students find that an additional modern foreign language is beneficial when applying to European universities.

**Examinations are scheduled as follows:**

- **End of Year 4 (May/June):** IGCSE Mathematics, IGCSE Modern Greek or Turkish
- **End of Year 5 (May/June):** All other GCSE/IGCSE exams, including Paper 1 for IAL Mathematics. In Year 5, the department also offers additional lessons for the AQA Further Mathematics Level 2 qualification.
- **End of Year 6:** A Level Greek/Turkish

Since making sensible choices is important, we allow ample time to submit your options. This time enables you to carefully consider your plans and consult with teachers and your parents before making a final commitment. The process also helps the School gauge the distribution of choices, which aids in planning staffing to meet students' needs.

Before finalising any choices, we recommend discussing your options: a) At home with your family, b) At school with relevant teachers, c) At school with Ms Grouta, the Deputy Head, or Ms Natasa Ashioti and Mr Panayiotis Kkailas if you need specific guidance on university or career paths.

Subject selections are reviewed by Heads of Department to ensure the suitability and wisdom of the requests made. Occasionally, it may be necessary for a Head of Department to decline a subject request if, in their professional opinion and considering the student’s past performance, the choice may not be advisable.

- **PLEASE NOTE:** Changes to options after submission in August 2025 can only be made if places are available and if they can be accommodated in the timetable.
- **NO CHANGES CAN BE MADE BETWEEN YEARS FOUR AND FIVE:** The I/GCSE option subjects span Years 4 and 5, making it essential to choose carefully. Changes will not be possible after Year 4 begins.

If you have any questions or concerns, the School’s Careers Counsellors are available to assist and advise.

Below are the options available to you as Year 3 students. This, along with the additional information in this booklet, will help you make informed and effective choices.

The Option Choices process will be completed by **Friday, 31 January 2025**. Guidance on how to do this will follow soon.

Choose **FIVE** of the following:

ART & DESIGN	GERMAN
BIOLOGY	GLOBAL PERSPECTIVES
CHEMISTRY	GREEK LANGUAGE for non-native speakers
COMPUTER SCIENCE	HISTORY
CLASSICAL GREEK	MUSIC
DESIGN AND TECHNOLOGY	PHYSICAL EDUCATION
DRAMA	PHYSICS
ECONOMICS	RELIGIOUS STUDIES
FRENCH	SPANISH
GEOGRAPHY	TURKISH LANG. for non-native speakers

**Core subjects - Compulsory**

- English Language
- English Literature
- Greek/Turkish
- Mathematics

**Choose one from:**

- Biology
- Chemistry
- Physics

**Choose one from:**

- Economics
- Geography
- History

**Choose one from:**

- Art & Design
- Classical Greek
- Computer Science
- Design & Technology
- Drama
- French\*
- German\*
- Global Perspectives
- Greek (non-native)
- Music
- Physical Education
- Religious Studies
- Spanish\*
- Turkish (non-native)

**\*We advise students to consider choosing the modern foreign language that they are currently studying as one of their IGCSE options.**

**While every effort will be made to satisfy pupils' option choices, in some cases this may not be possible due to timetable restrictions or insufficient numbers of pupils choosing a specific option.**

# English Language

Transferrable Skills:  
Critical thinking, communication, problem solving, collaboration,  
analysis, interpersonal skills, personal and social responsibility



Examination Board	CIE English Language
Assessment	Component 1 - Reading 50% Component 2 – Writing 50% Component 4 - Speaking and Listening Test (separately endorsed)

## About the course

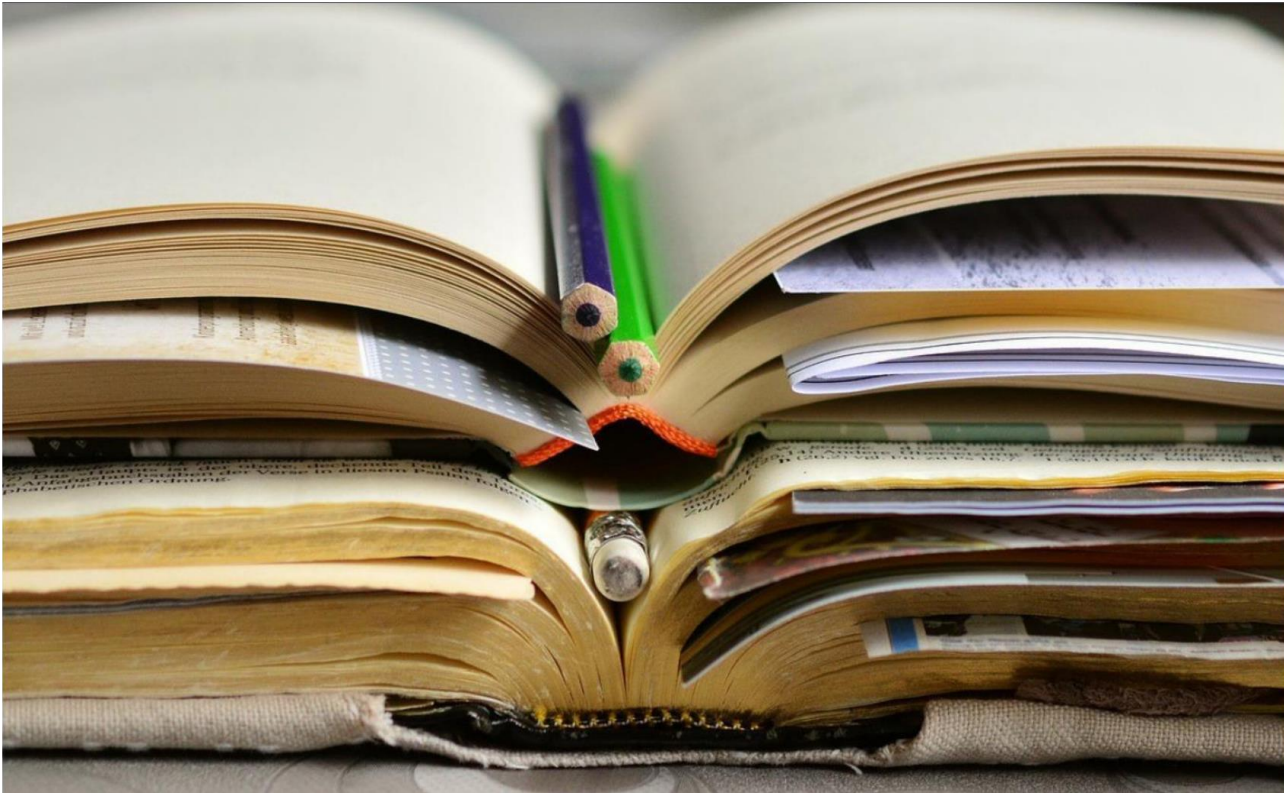
The English Language First Language IGCSE course encourages students to develop the ability to communicate effectively, in an accurate manner when speaking and writing. Students learn how to use a wide range of vocabulary and develop their grammar, spelling and punctuation. They are also encouraged to develop a personal style and an awareness of the audience being addressed.

Through exposure to a variety of extracts from different genres, students also develop more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively. By undertaking the IGCSE First Language course, students develop skills they will need for the next steps in education as well as employment.

Head of Department

Emily Papandreou  
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Examination Board

CIE English Literature

Assessment

Component 1 Poetry and Prose	50%
Component 3 Drama	25%
Component 4 Unseen	25%

## About the course

The English Literature course allows students to engage with critical thinking skills and literary appreciation, complementing other areas of study by developing skills in analysis, synthesis and drawing inferences.

During the IGCSE Literature course students:

- are encouraged to understand and respond appropriately to what they read and experience
- are exposed to a variety of literary texts from a range of periods and cultures
- communicate an informed personal response appropriately and effectively
- enhance and further develop empathy, heightening sensitivity
- promote personal development and understanding of themselves and others
- experience the contribution of Literature to aesthetic, imaginative and intellectual growth.

Head of Department

Emily Papandreou

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# Greek (First Language)

Transferrable Skills:  
Critical thinking, non-routine and collaborative problem-solving,  
adaptability, interpretation, self-management, interpersonal skills



Examination Board

Edexcel

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Assessment

Paper 1, 4GK1/1: Reading, Summary and Grammar, 60% of the qualification – 2 hours and 15 minutes

Paper 2, 4GK1/2: Writing, 40% of the qualification – 1 hour and 30 minutes

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## About the course

International GCSE in Greek has changed to International GCSE in Greek (First Language) with first assessment June 2019 and first certification August 2019.

- The new 9–1 grading system will replace A–G.
- The Pearson Edexcel International GCSE in Greek (First Language) consists of two externally-examined papers.

The IGCSE exam assesses reading, grammar and writing skills across a selection of the following topic areas: A. Youth matters, B. Education, C. Media, D. Culture, E. Sport and leisure, F. Travel and tourism, G. Business, work and employment, H. Environment, I. Health, J. Technology.

The aims and objectives of this qualification are to enable students to develop:

- their ability to read, understand and respond to material from a variety of sources
  - their ability to communicate accurately in writing, matching style to audience and purpose
  - their understanding of the structure and variety of language
  - an understanding of themselves and the world around them
  - an appreciation of the richness, beauty and diversity of the Greek language.
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Head of Department

Christina Ioakimidou

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Examination Board	Edexcel
Assessment	100% External Exam Four externally examined papers based on the following skills: listening, speaking, reading and writing.

## About the course

Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers. The group A students will sit the Higher tier and the Group B students will be assessed internally and based on their results and level of understanding and communication will be guided to sit the relevant level (Higher or Foundation tier).

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

European language framework:

Non native speakers will be also prepared for the exams of the European Language framework that are offered by the Centre for the Greek language which is administrated and financed by the Greek Ministry of Education. The European language framework consists of different levels (A1, A2,B1,B2...) and aims to assess understanding, speaking and communication.

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# Turkish (First Language)

Transferable Skills:  
Critical thinking, non-routine and collaborative problem-solving,  
adaptability, interpretation, self-management, interpersonal skills



Examination Board

CIE IGCSE First Language Turkish

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Assessment

100% External Exam

Paper 1: Reading (2 hours) 50% of total marks

Paper 2: Writing (2 hours) 50% of total marks

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## About the course

The Cambridge IGCSE First Language Turkish examination comprises two papers.

Paper 1: Reading (2 hours)

Candidates answer two questions: Question 1 – 25 marks Candidates answer a series of comprehension questions based on Passage 1. Question 2 – 25 marks

Candidates write a directed writing based on Passage 1 and Passage 2.

Paper 2: Writing (2 hours)

Candidates write two compositions of 350–500 words each. Weighting: 50% of total marks.

The aims and objectives of this qualification are to:

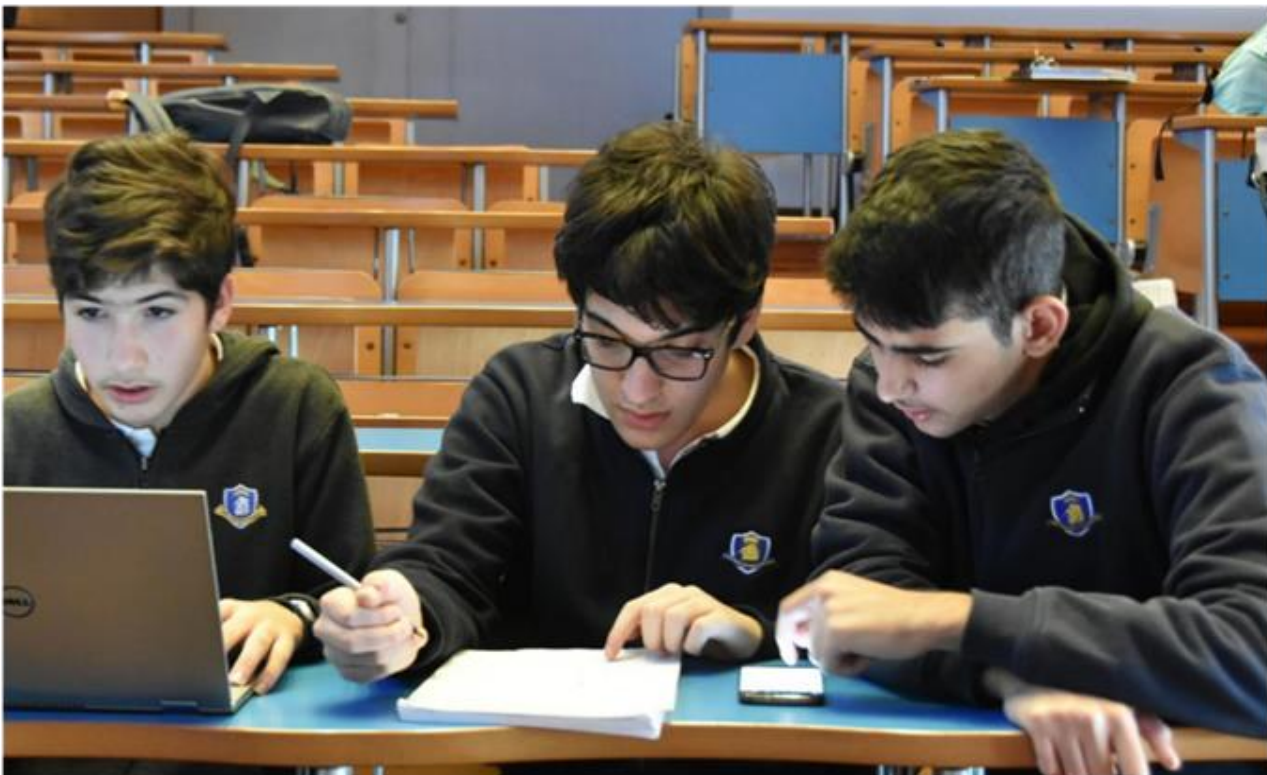
- enable learners to communicate accurately, appropriately and effectively in writing
  - enable learners to understand and respond appropriately to what they read
  - encourage learners to enjoy and appreciate the variety of language
  - complement the learners' other areas of study by developing skills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

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**Examination Board**

Edexcel

**Assessment**

Mathematics A (4MA1)  
Higher tier 2 × 2-hour papers  
Each paper contributes 50% of the qualification.

**About the course**

In year 3, our students begin the Edexcel International GCSE in Mathematics (Specification A) course. The textbooks we use aim to prepare pupils for the higher tier of the International GCSE course and cover key Stage 4 of the UK National Curriculum.

At the end of year 4, the students take the higher tier of the International GCSE examination, which is targeted at grades 9 - 4.

The International GCSE examination consists of two external written examination papers of equal weight. Students must have access to a suitable electronic calculator for both examination papers.

Edexcel International GCSE (9–1) Mathematics has been designed to extend students' knowledge by broadening and deepening skills.

For example, students will develop:

- Their problem-solving skills by translating problems into mathematical or non-mathematical contexts
- Their reasoning skills through exercises such as presenting arguments and proofs and making deductions and drawing conclusions from mathematical information.

Students are encouraged to use mental calculations wherever appropriate but are also taught how to use calculators when dealing with problems involving calculations that are more complex.

Head of Department

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**Examination Board**

Edexcel

**Assessment**

IAL Pure Mathematics 1 - 1 hour 30 mins – 75 marks

### About the course

In Year 5, students start their International A-Level in Mathematics.

The aims and objectives of this qualification are to enable students to:

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

In Year 5, students take the first unit of the International A-Level in Mathematics, the Pure Mathematics 1 external exam, which assesses Algebra and Functions, Coordinate geometry in the  $(x, y)$  plane, Trigonometry, Differentiation and Integration.

The school will use the results of this exam as a criterion for entry into the Further Mathematics International A-level course. Only students who score A will be allowed to opt for the Double Maths A-level.

Head of Department

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Examination Board      Edexcel

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Assessment      100% external examination, linear qualification  
Paper 1 – 61.1% of the total International GCSE (2h, 110 marks)  
Paper 2 – 38.9% of the total International GCSE (1h 15min, 70 marks)

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### About the course

IGCSE Biology is a fascinating, relevant and engaging subject that explores the study of life and is therefore one of the broadest subjects you can study. The course combines traditional classroom learning with hands-on experimental work. It explores the way in which biology affects and impacts everyday life. IGCSE Biology is accepted by universities and employers as proof of essential knowledge.

What students will gain from the course:

- Observe cells under the microscope.
- Learn that thousands of chemical reactions occur in the cell, a structure much smaller than the dot at the end of this sentence.
- Find out about healthy food and what happens to it inside your body, determine how many joules there are in crisps, through an exciting experiment and analyse food composition.
- Learn how the heart pumps blood by dissecting a real heart, how smoking harms your body, about the miracle of life, when a new organism develops after fertilisation, how DNA determines your height, about cloning and genetic engineering.
- Wonder at how plants turn light energy into food and oxygen and manage to pump water as high as 100m.
- Learn that bacteria do not just cause disease but also help dead leaves rot and turn milk into yoghurt; some fungi can turn bread moldy, but others can save your life by producing antibiotics or can be used to make bread or wine. Some viruses cause mumps or AIDS while others are invaluable in genetic engineering.
- Learn how we respond and adapt to our environment by discovering how our body controls and coordinates life through the nervous and hormonal systems as well as ways in which it regulates temperature to maintain balance.
- Find out about food chains and study ecosystems in field work; investigate environmental damage by human activities, e.g. pollution, deforestation, greenhouse effect, and discuss ways in which this can be stopped or minimised.

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Head of Department

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# Chemistry



Examination Board	Edexcel International GCSE Chemistry (4CH1)
Assessment	100% External Exam Paper 1C is 61.1% (110 marks) of the Qualification and is 2 hours Paper 2C is 38.9% (70 marks) of the Qualification and is 1 hour and 15 minutes.

## About the course

The course gives you the opportunity to experience chemistry within the context of general education and enables you to:

- learn about the unifying patterns and themes of chemistry
- appreciate the practical nature of chemistry, acquiring experimental and investigative skills based on correct and safe laboratory techniques
- appreciate the importance to scientific methods of accurate experimental work and reporting
- form hypotheses and design experiments to test them
- develop a logical approach to problem solving in a wider context
- understand the widespread importance of chemistry and the way materials are used in the world
- appreciate how the work of a chemist has social, industrial, technological, environmental and economic consequences for the community
- prepare for more advanced courses in chemistry and for courses which require knowledge of chemistry.

Chemistry will help you get ahead in most STEM (science, technology, engineering and maths) careers. Chemistry is an important subject for careers in medicine, environmental science, engineering, toxicology, developing consumer products, metallurgy, space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research.

Head of Department

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## Examination Board

Edexcel

## Assessment

100% external examination

Paper 1 – 61.1% of the total International GCSE (2h, 110 marks)

Paper 2 – 38.9% of the total International GCSE (1h 15min, 70 marks)

## About the course

### Content

Following is a list of the topics that are studied over the 2-year course:

- 1 Forces and motion
- 2 Electricity
- 3 Waves
- 4 Energy resources and energy transfers
- 5 Solids, liquids and gases
- 6 Magnetism and electromagnetism
- 7 Radioactivity and particles
- 8 Astrophysics

### The aims and objectives of this qualification are to enable students to:

- learn about unifying patterns and themes in physics and use them in new and changing situations
- acquire knowledge and understanding of physical facts, terminology, concepts, principles and practical techniques
- apply the principles and concepts of physics
- evaluate physical information, making judgements on the basis of this information
- appreciate the practical nature of physics, developing experimental and investigative skills based on correct and safe laboratory techniques
- analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- develop a logical approach to problem solving in a wider context
- select and apply appropriate areas of mathematics relevant to physics

Content is interesting and engaging for students but is also designed to ensure good preparation, both for those continuing to further study and for those wishing to work in a physics-related field.

Students' skills are broadly developed – we have designed the International GCSE to extend students' knowledge by broadening and deepening skills, for example: improving students' analytical and logic skills by applying understanding of scientific concepts and principles to a range of situations. This will include some examination questions that are more problem solving in style.

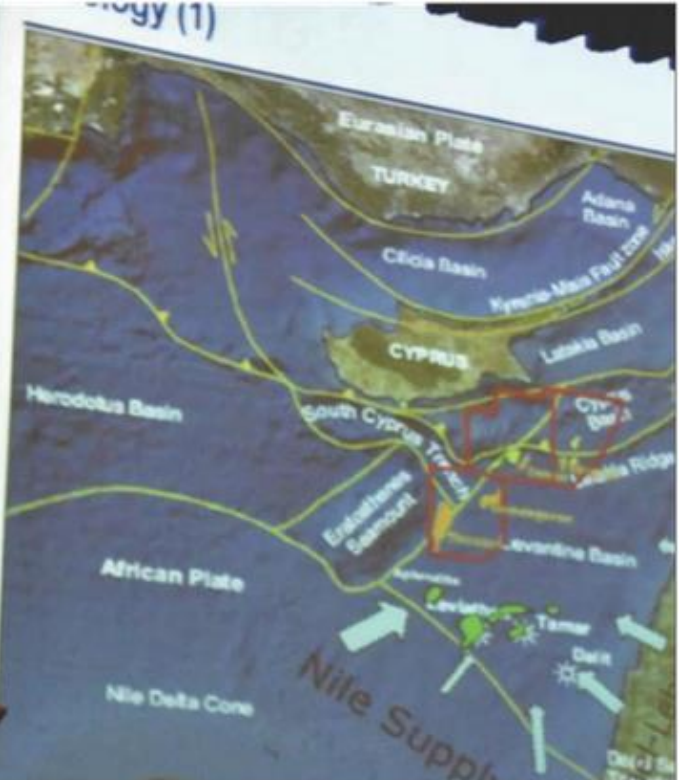
Head of Department

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# Economics

Transferable Skills:  
Critical thinking, communication, reasoning,  
collaborative problem-solving, team-work, assertive  
communication



Examination Board

Edexcel

Assessment

100% External Exam

Paper 1: Microeconomics and Business Economics

Paper 2: Macroeconomics and the Global Economy

About the course

Economics is the study of how we allocate scarce resources. We look at the role that firms, individuals and governments play in this process. We aim to discover the costs and benefits of different policies aimed at dealing with these problems. So the kind of questions we may be studying in Economics include:

- Why was the Eurozone caught up in a debt crisis ?
- Why have share and property prices fallen so sharply in the last few years?
- Should the level of taxation be increased or reduced?
- Why is there high youth unemployment and what can be done to reduce it?
- Who should provide health care and education, the public or private sector?
- What are the problems of developing nations in Africa, Asia and elsewhere and what can be done to address them?
- Why do the prices of goods like wheat, oil and sugar fluctuate?
- How will Brexit affect the UK & EU economies?
- What is the role of foreign multinationals in the global economy?
- What are the causes of the banking crisis in Cyprus?
- How is China's slowdown going to affect the global economy?

The IGCSE in Economics qualification enables students to:

- develop an understanding of economic concepts and apply these concepts to real-life situations
- interpret and evaluate economic data in order to make reasoned arguments and informed judgements
- develop an awareness of economic change and its impact on developing and developed economies
- understand economic issues, problems and possible solutions that affect mixed economies
- participate effectively in society as citizens, producers and consumers.

Head of Department

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Examination Board

Edexcel

Assessment

100% External Exam  
Paper 1 Physical Geography 40%  
Paper 2 Human Geography 60%

### About the course

Geography has a key role to play in helping students to develop an awareness and understanding of the environmental, economic, social and political issues and problems faced on a variety of scales. The IGCSE course incorporates the study of recent events beyond the textbook, bringing the subject alive and ensuring all students develop an empathetic approach towards the less fortunate in this world.

Additionally, the course encourages:

- The development of oral and practical skills
- An investigative approach
- The use of initiative to solve problems
- The application of skills, knowledge and understanding
- The ability to undertake individual projects and work as part of a team

### Summary of course Contents

Section A — The natural environment and people - River environments, Hazardous environments

Section B — People and their environments, Economic activity and energy, Urban environments

Section C — Practical Geographical Enquiry

The development of practical geographical enquiry skills related to the investigation of each selected topic from Sections A and B

Section D — Global issues, Globalisation and migration

### Fieldtrips

Fieldwork plays a very important role in supporting the teaching and learning. Students are expected to take part in a series of fieldwork activities spread over the two years. Students have to attend two compulsory day trips organised on school days and have the additional option of a week in Switzerland developing research, enquiry and presentation skills.

Head of Department

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# History



Examination Board

Edexcel

Assessment

100% External Exam

## About the course

History is the only subject on the curriculum, which is totally about real people. It helps to explain why the modern world is like it is. Topics at IGCSE include The Russian Revolution and the development of Stalin's dictatorship; the League of Nations and its transformation into the UN; and the development of Civil Rights in the USA. The skills taught in this course are fully transferrable to other subjects as well as to the world of work, where students with a qualification in history are highly sought after.

## Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise, communicate their historical knowledge and understanding in different ways, and reach substantiated conclusions.

Head of Department

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Examination Board

Edexcel

Assessment

**Component 1 - Personal Portfolio 60% of GCSE**

Preparatory Studies

Final Artwork

**Component 2 - Externally Set Assignment 40% of GCSE**

Preparatory Studies

10 hour period of sustained focus (Timed Exam)

About the course

The Art and Design course aims to introduce the students to academic and experimental techniques used for drawing, painting, photography, printmaking, digital media and sculpture to explore their strengths and preferences. Thus, pupils will acquire the essential technical skills to visualize, realize and produce their ideas to develop work effectively.

The course encourages students to:

- actively engage with art and design to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- develop creative skills, through learning to use imaginative and intuitive abilities when exploring and creating images and artifacts that are original and of value
- become confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques
- develop competence, with increasing independence, refining and developing ideas and proposals, personal outcomes or solutions
- actively engage with a broad range of media, materials and techniques, including, when appropriate, traditional and new media technologies
- develop cultural knowledge, understanding and application of art, craft, design and of media and technologies in historical and contemporary contexts, societies and cultures
- develop an understanding of the different roles, functions, audiences and consumers of art, craft and design practice
- develop critical understanding through investigative, analytical, experimental, interpretive, practical, technical and expressive skills to develop as effective and independent students
- develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

Head of Department

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# Classical Greek



Examination Board      OCR

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Assessment                      Students must complete component 01 and any two from 02, 03, 04, 05 and 06 to be awarded the OCR GCSE (9-1) in Classical Greek

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## About the course

The GCSE in Classical Greek is designed to help students develop their knowledge and understanding of the vocabulary, syntax and accent of the Classical Greek language, and also allow them to develop knowledge and understanding of ancient literature, values and society through the study of original texts.

The qualification has been recently revised and its first sitting was in 2018 when the exam board decided not to offer it overseas. It is with great pleasure we can now offer it as one of the I/GCSE options for Year 3 students since the Examining Board (OCR) has confirmed that will offer it to the English School students due to the School's long tradition in Classical Greek.

### Aims and learning outcomes:

- develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Classical Greek
- develop their knowledge and understanding of ancient literature, values and society through the study of original texts, adapted and abridged, as appropriate
- select, analyse and evaluate evidence to draw informed conclusions from the literature studied
- develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources
- develop insights into the relevance of Classical Greek and of ancient literature and civilisation to our understanding of our modern world of diverse cultures
- deploy their knowledge and understanding of Classical Greek to deepen their understanding of English and other languages
- relate their knowledge and understanding of the ancient world to other disciplines
- develop research and analytical skills which will empower them to become independent learners and enquirers, equipping them for further study in arts, humanities and sciences.

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Head of Department

Christina Ioakimidou

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# Computer Science

Examination Board	CAIE - Cambridge IGCSE™ (9–1) Computer Science 0984
Assessment	External Exam 100% Paper 1 – Computer Systems – 50% Paper 2 – Algorithms, Programming and Logic - 50%

## About the course

Cambridge IGCSE (9–1) Computer Science provides an ideal foundation in computer science. Learners gain confidence in computational thinking and programming, an appreciation of automated and emerging technologies and the benefits of their use. They develop an understanding of the main principles of problem-solving by creating computer-based solutions using algorithms and a high-level programming language. Learners also develop a range of technical skills including the ability to test effectively and to evaluate solutions.

The aims are to enable students to develop:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- the skills necessary to solve computer-based problems using a high-level programming language
- an understanding of the component parts of computer systems and how they interrelate
- an understanding of the internet as a means of communication and its associated risks
- an understanding of the development and use of automated and emerging technologies.

Head of Department

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**Transferable Skills:**  
Problem-solving, reasoning interpretation, analysis, collaboration,  
self-management, communication, initiative



# Design & Technology



Examination Board

Edexcel

Assessment

Unit 1 – 50% Coursework  
Design folder and a 3D practical outcome  
Unit 2 – 50% External exam

About the course

The GCSE course involves the following:

- Recognition of the design needs.
- Designing using specific information.
- Planning the production of design solutions.
- Using simple tools and equipment.
- Mathematics and Science components.
- Application of Computer Aided Design.
- Analysis of the working environment.
- Industrial applications.

### Mathematics and Science

Design and Technology has a new requirement to include mathematics and science knowledge, skills and understanding.

### Problem solving

This is the holistic activity that is at the heart of all design and technology courses and is in evidence at every stage of the design process. Students who identify a need, analyse the problem, collect research, develop a specification, generate a range of alternative solutions, develop a chosen solution.

### Designing and making

Understanding that designing and making has aesthetic, environmental, technical, economic, ethical and social dimensions. Applying knowledge of materials and production processes to design products and produce practical solutions that are relevant and fit for purpose.

### Critical evaluation

Analysing existing products and solutions. Evaluating the needs of users and the context in which products are used to inform designing and making. Exploring the impact of ideas, design decisions and technological advances and how these provide opportunities for new design solutions.

Head of Department

Nicoletta Stavrides

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Transferable Skills:  
Non-routine problem solving, Systems thinking, Critical thinking, ICT literacy, Interpersonal skills, Communication, Collaborative problem solving, Adaptability, Self-management and self-development

STEM



# DRAMA



Examination Board      Edexcel Music 9-1 GCSE

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Assessment                      Component 1 Devising 40%  
    Component 2 Performance 20 %  
    Component 3 Written Exam 40%

## About the course

Drama is an exciting blend of creativity, collaboration and performance, offering a hands-on experience in theatre making and understanding, both on and off stage. The course invites students interested in acting, directing or design to learn the art of theatre in a deeper, holistic way giving them multiple skills for life.

### DEVISING

Students work in groups to create an original performance, experimenting with ideas, researching and bringing stories to life from scratch. This component emphasizes creativity and teamwork as you develop a piece inspired by themes, topics, social or personal issues and needs.

### PERFORMANCE

Students step into the shoes of characters from published plays and perform scenes that showcase their acting skills, interpretation and understanding of the text. This component focuses on script analysis, character development, voice and movement work, bringing written drama to the stage.

### WRITTEN EXAM

In this last component, students will be analyzing a live or recorder performance, examining how actors, directors and designers work together to product impactful drama. It is a chance to learn how professional productions come to life, giving a written appraisal of theatre makers in practice.



Examination Board	Edexcel
Assessment	External Exam 100% Paper 1 Listening 25% Paper 2 Reading and Writing 50% Paper 3 Speaking 25%

## About the course

The aims and objectives of this qualification are to enable students to develop:

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language



Examination Board

Edexcel

Assessment

External exam 100%

Paper 1 Listening 25%

Paper 2 Reading and Writing 50%

Paper 3 Speaking 25%

## About the course

The aims and objectives of this qualification are to enable students to develop:

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language

Head of Department

Vanessa Crambert

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Examination Board	Edexcel Spanish 9-1 IGCSE
Assessment	Paper 1 Listening 25% Paper 2 Reading and Writing 50% Paper 3 Speaking 25%

## About the course

The aims and objectives of this qualification are to enable students to develop:

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language.



Examination Board

CAIE

Assessment

Written Examination 35%  
Individual Report 30%  
Team Project 35%

## About the course

Meeting government ministers, organising a campaign to raise awareness on inequality and writing to the United Nations about climate change, are just some of the activities learners are pursuing through the IGCSE Global Perspectives course.

Students face unprecedented challenges in an interconnected and information-heavy world, which is why IGCSE Global Perspectives is a groundbreaking course that stretches across traditional subject boundaries and develops transferable skills that will directly prepare students for university and life. It is both cross-curricular and skills-based and is built on the way modern learners enjoy learning, e.g. direct their own learning through freedom of choice, team-work, presentations, and projects. The emphasis is on developing the ability to think critically on range of global issues and to develop their own thoughts and opinions to become future active citizens.

As a skills-based subject, we will explore a range of stimulating topics and current affairs to develop these key skills:

- Researching, analyzing and evaluating information
- Developing and justifying a line of reasoning
- Reflecting on processes and outcomes
- Communicating information and reasoning
- Collaborating to achieve a common outcome

Teacher

Mr. Ahmet Aslim  
Ahmet.Aslim@englishschool.ac.cy

# Music



Examination Board      Edexcel Music 9-1 GCSE

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Assessment                      External exam 40%  
Coursework 60%  
Component 1 Performing 30%  
Component 2 Composing 30 %  
Component 3 Listening & Appraising 40%

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## About the course

Music is a wonderful skill that will broaden your mind, train your ear, improve your thinking and problem-solving skills and a GCSE in it will always impress a college or employer as it is not a common qualification to have and proves more than just academic ability.

### Performing

Students perform for at least four minutes' combined duration

*Solo performance:* this must be of at least one minute in duration, and may comprise one or more pieces

*Ensemble performance:* this must be of at least one minute in duration, and may comprise one or more pieces

### Composing

Students compose two compositions, of at least three minutes' combined duration

One composition to a brief set by Pearson, of at least one minute in duration. One free composition set by the student, of at least one minute in duration.

### Listening & Appraising

You will study a number of set works within four areas of study, from works by Beethoven to a song from the musical *Wicked*, to *Killer Queen*, by Queen! You will learn about the music and the background around it, to broaden your knowledge of the music of the past, and so the present and the future. You will be examined on your knowledge and understanding at the end of the course.

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Head of Department

Monica Theodotou

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Examination Board

AQA

Assessment

External Exam

Paper 1 - 30%, Paper 2 - 30%,

Practical Options (3 Sports) 30%,

Coursework (Analysis & Evaluation of Performance) 10%

## About the course

The course targets both elite and recreational athletes in every sport and provides a framework for everyone to improve their individual standard. Students learn more about the sports science that is behind successful performances and develop new insights on how to advance their sport-specific fitness.

In addition, the course aims at encouraging students to adopt a healthy and active lifestyle. Athletes will learn how to exercise safely using accepted principles and methods of training and will be able to improve their skills in various sports. In addition, the course will help students advance their tactical awareness in competition and maximise their chances of success. Furthermore, participants in the course will study sports psychology which is crucial for success in modern sport.

The theoretical part of the course will help students understand how the body functions and how physical activity can positively affect their fitness. In particular, the cardiovascular, respiratory, muscular and skeletal systems will be studied in detail, so that students can understand both the short-term and long-term benefits of training.

Further topics that will be taught on the course include nutrition, sports ethics, sports sociology and biomechanics. Students will be able to use the knowledge gained in the theoretical part of the course to develop their own performance in their selected sports. By the end of the programme, each individual will be able to analyse their own strengths and weaknesses in their sport and design a training plan for further improvement in their performance.

Head of Department

Yiannos Papaioannou

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# Religious Studies



## About the course

This two-unit specification requires students to develop their knowledge, skills and understanding of Religion. The specification encourages personal response and informed insight on fundamental questions about:

- identity
- belonging
- meaning
- purpose
- truth
- values
- commitments

The specification is distinctive in providing the opportunity for the systematic study of the beliefs, sources of authority, practices and organisation of the major Christian denominations. It allows an in-depth study of Christianity, Islam or Judaism, or a study of two religions in which case Buddhism, Hinduism and Sikhism are also choices.

The course has no coursework or controlled assessment.

Teacher

Dr Karolina Lambrou  
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Examination Board

Edexcel

Assessment

100% External Exam

Paper 1: Listening and understanding in Turkish

Paper 2: Speaking in Turkish

Paper 3: Reading and understanding in Turkish

Paper 4: Writing in Turkish

## About the course

The Pearson Edexcel GCSE (9–1) in Turkish has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content. An engaging and inspirational course of study that will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

The aims and objectives of this qualification enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts, develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken

Head of Department

Ulker Uzuner

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# IGCSE and GCSE Results May / June 2024

Subject	Year	Part.	9.0%	8.0%	7.0%	6.0%	5.0%	4.0%	3.0%	2.0%	1.0%	9-7%	9-6%	9-3%	9-8
Art & Design	2019	100%	0.0%	25.0%	25.0%	12.5%	12.5%	0.0%	0.0%	25.0%	0.0%	50.0%	62.5%	75.0%	25.0%
	2020	100%	10.0%	15.0%	25.0%	35.0%	5.0%	5.0%	5.0%	0.0%	0.0%	50.0%	85.0%	95.0%	25.0%
	2021	100%	26.7%	26.7%	13.3%	13.3%	20.0%	0.0%	0.0%	0.0%	0.0%	66.7%	80.0%	100.0%	53.3%
	2022	100%	60.0%	20.0%	0.0%	13.3%	6.7%	0.0%	0.0%	0.0%	0.0%	80.0%	93.3%	100.0%	80.0%
	2023	100%	50.0%	41.7%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	91.7%
	2024	100%	62.5%	25.0%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	87.5%
Biology	2019	100%	34.6%	33.3%	17.3%	7.4%	4.9%	1.2%	1.2%	0.0%	0.0%	85.2%	92.6%	98.8%	67.9%
	2020	100%	35.6%	33.3%	18.4%	8.0%	3.4%	0.0%	1.1%	0.0%	0.0%	87.4%	95.4%	98.9%	69.0%
	2021	100%	57.0%	24.4%	11.6%	2.3%	3.5%	1.2%	0.0%	0.0%	0.0%	93.0%	95.3%	100.0%	81.4%
	2022	100%	43.3%	30.9%	16.5%	9.3%	0.0%	0.0%	0.0%	0.0%	0.0%	90.7%	100.0%	100.0%	74.2%
	2023	100%	57.3%	22.7%	10.7%	6.7%	2.7%	0.0%	0.0%	0.0%	0.0%	90.7%	97.3%	100.0%	80.0%
	2024	100%	47.9%	20.8%	13.5%	10.4%	2.1%	4.2%	0.0%	1.0%	0.0%	82.3%	92.7%	99.0%	68.8%
Chemistry	2019	100%	46.7%	26.1%	16.3%	4.3%	4.3%	2.2%	0.0%	0.0%	0.0%	89.1%	93.5%	100.0%	72.8%
	2020	100%	48.2%	28.2%	15.3%	5.9%	2.4%	0.0%	0.0%	0.0%	0.0%	91.8%	97.6%	100.0%	76.5%
	2021	100%	60.0%	20.0%	14.5%	2.7%	2.7%	0.0%	0.0%	0.0%	0.0%	94.5%	97.3%	100.0%	80.0%
	2022	100%	62.6%	23.4%	10.3%	3.7%	0.0%	0.0%	0.0%	0.0%	0.0%	96.3%	100.0%	100.0%	86.0%
	2023	100%	54.2%	29.2%	11.5%	4.2%	0.0%	1.0%	0.0%	0.0%	0.0%	94.8%	99.0%	100.0%	83.3%
	2024	100%	60.7%	24.3%	8.4%	3.7%	2.8%	0.0%	0.0%	0.0%	0.0%	93.5%	97.2%	100.0%	85.0%
Computer Science	2021	100%	27.8%	38.9%	16.7%	0.0%	11.1%	5.6%	0.0%	0.0%	0.0%	83.3%	83.3%	100.0%	66.7%
	2022	100%	50.0%	26.9%	11.5%	3.8%	3.8%	3.8%	0.0%	0.0%	0.0%	88.5%	92.3%	100.0%	76.9%
	2023	100%	29.0%	22.6%	25.8%	19.4%	0.0%	3.2%	0.0%	0.0%	0.0%	77.4%	96.8%	100.0%	51.6%
	2024	100%	13.8%	34.5%	27.6%	10.3%	6.9%	6.9%	0.0%	0.0%	0.0%	75.9%	86.2%	100.0%	48.3%
Design & Tech	2019	100%	10.7%	17.9%	28.6%	25.0%	10.7%	3.6%	3.6%	0.0%	0.0%	57.1%	82.1%	96.4%	28.6%
	2020	100%	17.4%	17.4%	21.7%	26.1%	8.7%	8.7%	0.0%	0.0%	0.0%	56.5%	82.6%	100.0%	34.8%
	2021	100%	50.0%	33.3%	5.6%	0.0%	5.6%	0.0%	5.6%	0.0%	0.0%	88.9%	88.9%	94.4%	83.3%
	2022	100%	20.9%	37.2%	18.6%	11.6%	2.3%	4.7%	4.7%	0.0%	0.0%	76.7%	88.4%	95.3%	58.1%
	2023	100%	17.9%	14.3%	25.0%	25.0%	7.1%	7.1%	0.0%	3.6%	0.0%	57.1%	82.1%	96.4%	32.1%
	2024	100%	17.6%	32.4%	20.6%	11.8%	11.8%	2.9%	2.9%	0.0%	0.0%	70.6%	82.4%	97.1%	50.0%
Economics	2019	100%	23.1%	20.2%	23.1%	17.3%	8.7%	6.7%	1.0%	0.0%	0.0%	66.3%	83.7%	99.0%	43.3%
	2020	100%	23.4%	21.6%	29.7%	11.7%	9.0%	3.6%	0.9%	0.0%	0.0%	74.8%	86.5%	99.1%	45.0%
	2021	100%	82.0%	9.0%	6.6%	0.8%	1.6%	0.0%	0.0%	0.0%	0.0%	97.5%	98.4%	100.0%	91.0%
	2022	100%	48.7%	25.6%	12.0%	9.4%	3.4%	0.9%	0.0%	0.0%	0.0%	86.3%	95.7%	100.0%	74.4%
	2023	100%	31.1%	32.1%	19.8%	5.7%	7.5%	0.9%	2.8%	0.0%	0.0%	83.0%	88.7%	97.2%	63.2%
	2024	100%	24.3%	34.8%	16.5%	9.6%	6.1%	4.3%	4.3%	0.0%	0.0%	75.7%	85.2%	95.7%	59.1%
First Language English	2022	100%	20.8%	24.5%	25.8%	15.1%	9.4%	4.4%	0.0%	0.0%	0.0%	71.1%	86.2%	100.0%	45.3%
	2023	100%	15.2%	15.9%	19.9%	25.2%	17.2%	4.0%	2.6%	0.0%	0.0%	51.0%	76.2%	97.4%	31.1%
	2024	100%	8.6%	14.7%	27.0%	27.6%	12.9%	6.1%	3.1%	0.0%	0.0%	50.3%	77.9%	96.9%	23.3%
English Literature	2022	100%	21.5%	25.3%	24.1%	13.3%	11.4%	3.2%	0.6%	0.6%	0.0%	70.9%	84.2%	98.7%	46.8%
	2023	100%	20.7%	16.6%	31.0%	17.9%	8.3%	4.1%	1.4%	0.0%	0.0%	68.3%	86.2%	98.6%	37.2%
	2024	100%	19.0%	17.2%	33.1%	13.5%	11.0%	4.3%	1.2%	0.0%	0.6%	69.3%	82.8%	98.2%	36.2%
French	2019	100%	3.3%	46.7%	33.3%	10.0%	6.7%	0.0%	0.0%	0.0%	0.0%	83.3%	93.3%	100.0%	50.0%
	2020	100%	21.4%	41.1%	26.8%	7.1%	1.8%	1.8%	0.0%	0.0%	0.0%	89.3%	96.4%	100.0%	62.5%
	2021	100%	37.1%	37.1%	17.1%	5.7%	2.9%	0.0%	0.0%	0.0%	0.0%	91.4%	97.1%	100.0%	74.3%
	2022	100%	48.6%	22.9%	11.4%	17.1%	0.0%	0.0%	0.0%	0.0%	0.0%	82.9%	100.0%	100.0%	71.4%
	2023	100%	36.8%	31.6%	15.8%	5.3%	10.5%	0.0%	0.0%	0.0%	0.0%	84.2%	89.5%	100.0%	68.4%
	2024	100%	12.5%	18.8%	37.5%	6.3%	6.3%	12.5%	0.0%	6.3%	0.0%	68.8%	75.0%	93.8%	31.3%
Geography	2019	100%	27.2%	30.9%	21.0%	16.0%	2.5%	2.5%	0.0%	0.0%	0.0%	79.0%	95.1%	100.0%	58.0%
	2020	100%	24.1%	27.6%	24.1%	16.1%	5.7%	1.1%	1.1%	0.0%	0.0%	75.9%	92.0%	98.9%	51.7%
	2021	100%	47.5%	20.3%	15.3%	8.5%	6.8%	1.7%	0.0%	0.0%	0.0%	83.1%	91.5%	100.0%	67.8%
	2022	100%	45.2%	38.1%	8.3%	7.1%	1.2%	0.0%	0.0%	0.0%	0.0%	91.7%	98.8%	100.0%	83.3%
	2023	100%	33.3%	21.6%	31.4%	9.8%	3.9%	0.0%	0.0%	0.0%	0.0%	86.3%	96.1%	100.0%	54.9%
	2024	100%	32.3%	24.6%	20.0%	12.3%	10.8%	0.0%	0.0%	0.0%	0.0%	76.9%	89.2%	100.0%	56.9%
German	2019	100%	40.0%	20.0%	30.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.0%	100.0%	100.0%	60.0%
	2021	100%	56.3%	37.5%	6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	93.8%
	2022	100%	22.2%	55.6%	22.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	77.8%
	2023	100%	18.5%	22.2%	29.6%	18.5%	11.1%	0.0%	0.0%	0.0%	0.0%	70.4%	88.9%	100.0%	40.7%
	2024	100%	39.4%	21.2%	24.2%	9.1%	3.0%	0.0%	3.0%	0.0%	0.0%	84.8%	93.9%	97.0%	60.6%
History	2019	100%	36.1%	30.6%	15.3%	12.5%	5.6%	0.0%	0.0%	0.0%	0.0%	81.9%	94.4%	100.0%	66.7%
	2020	100%	31.9%	29.2%	22.2%	12.5%	4.2%	0.0%	0.0%	0.0%	0.0%	83.3%	95.8%	100.0%	61.1%
	2021	100%	46.5%	29.6%	14.1%	5.6%	2.8%	1.4%	0.0%	0.0%	0.0%	90.1%	95.8%	100.0%	76.1%
	2022	100%	68.1%	23.4%	6.4%	0.0%	2.1%	0.0%	0.0%	0.0%	0.0%	97.9%	97.9%	100.0%	91.5%
	2023	100%	51.7%	31.0%	12.1%	1.7%	1.7%	1.7%	0.0%	0.0%	0.0%	94.8%	96.6%	100.0%	82.8%
	2024	100%	38.2%	32.7%	20.0%	5.5%	3.6%	0.0%	0.0%	0.0%	0.0%	90.9%	96.4%	100.0%	70.9%
Maths AQA	2020	100%	19.4%	23.8%	29.4%	20.0%	7.5%	0.0%	0.0%	0.0%	0.0%	72.5%	92.5%	100.0%	43.1%
	2021	100%	48.0%	23.7%	13.8%	9.9%	3.9%	0.7%	0.0%	0.0%	0.0%	85.5%	95.4%	100.0%	71.7%
	2022	100%	42.1%	21.4%	15.7%	11.3%	6.9%	1.9%	0.0%	0.0%	0.6%	79.2%	90.6%	99.4%	63.5%
	2023	100%	39.3%	19.3%	17.9%	11.0%	8.3%	2.8%	0.0%	0.0%	1.4%	76.6%	87.6%	98.6%	58.6%
	2024	100%	46.3%	17.1%	12.2%	14.6%	4.9%	2.4%	0.0%	0.0%	0.0%	75.6%	90.2%	97.6%	63.4%

Subject	Year	Part.	9.0%	8.0%	7.0%	6.0%	5.0%	4.0%	3.0%	2.0%	1.0%	9-7%	9-6%	9-3%	9-8
Mathematics (Yr4 )	2019	100%	61.5%	23.6%	12.4%	1.9%	0.6%	0.0%	0.0%	0.0%	0.0%	97.5%	99.4%	100.0%	85.1%
	2020	100%	62.3%	22.7%	13.0%	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	98.1%	100.0%	100.0%	85.1%
	2021	100%	91.3%	8.1%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	99.4%
	2022	100%	70.3%	21.6%	7.4%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	99.3%	100.0%	100.0%	91.9%
	2023	100%	50.9%	32.1%	13.9%	0.6%	2.4%	0.0%	0.0%	0.0%	0.0%	97.0%	97.6%	100.0%	83.0%
2024	100%	54.8%	28.9%	13.3%	1.2%	1.8%	0.0%	0.0%	0.0%	0.0%	97.0%	98.2%	100.0%	83.7%	
As of June 2020 Greek First Language	2019	100%	10.2%	18.1%	17.3%	31.5%	12.6%	7.1%	3.1%	0.0%	0.0%	45.7%	77.2%	96.9%	28.3%
	2020	100%	12.3%	27.9%	36.1%	13.9%	5.7%	3.3%	0.8%	0.0%	0.0%	76.2%	90.2%	99.2%	40.2%
	2021	100%	29.4%	19.0%	18.3%	19.8%	10.3%	3.2%	0.0%	0.0%	0.0%	66.7%	86.5%	100.0%	48.4%
	2022	100%	21.1%	27.2%	23.7%	19.3%	6.1%	0.9%	1.8%	0.0%	0.0%	71.9%	91.2%	98.2%	48.2%
	2023	100%	5.2%	8.9%	30.4%	23.7%	16.3%	11.1%	3.7%	0.7%	0.0%	44.4%	68.1%	95.6%	14.1%
2024	100%	1.5%	9.2%	19.1%	23.7%	21.4%	17.6%	6.1%	0.8%	0.8%	29.8%	53.4%	92.4%	10.7%	
Greek GCSE (for non native speakers)	2020	100%	22.2%	38.9%	33.3%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	94.4%	100.0%	100.0%	61.1%
	2021	100%	46.7%	26.7%	26.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	73.3%
	2022	100%	70.0%	5.0%	15.0%	5.0%	0.0%	5.0%	0.0%	0.0%	0.0%	90.0%	95.0%	100.0%	75.0%
	2023	100%	27.8%	38.9%	11.1%	5.6%	5.6%	0.0%	0.0%	0.0%	5.6%	77.8%	83.3%	94.4%	66.7%
2024	100%	28.0%	64.0%	8.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	92.0%	
Music	2019	100%	33.3%	50.0%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	100.0%	100.0%	83.3%
	2020	100%	33.3%	25.0%	25.0%	8.3%	8.3%	0.0%	0.0%	0.0%	0.0%	83.3%	91.7%	100.0%	58.3%
	2021	100%	36.4%	45.5%	18.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	81.8%
	2022	100%	42.9%	28.6%	28.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	71.4%
	2023	100%	33.3%	22.2%	44.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	55.6%
2024	100%	50.0%	12.5%	25.0%	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%	87.5%	87.5%	100.0%	62.5%	
Physical Education	2019	100%	5.6%	16.7%	38.9%	27.8%	11.1%	0.0%	0.0%	0.0%	0.0%	61.1%	88.9%	100.0%	22.2%
	2020	100%	5.9%	17.6%	29.4%	35.3%	11.8%	0.0%	0.0%	0.0%	0.0%	52.9%	88.2%	100.0%	23.5%
	2021	100%	28.6%	14.3%	21.4%	35.7%	0.0%	0.0%	0.0%	0.0%	0.0%	64.3%	100.0%	100.0%	42.9%
	2022	100%	11.8%	29.4%	29.4%	23.5%	5.9%	0.0%	0.0%	0.0%	0.0%	70.6%	94.1%	100.0%	41.2%
	2023	100%	11.1%	0.0%	0.0%	33.3%	33.3%	0.0%	22.2%	0.0%	0.0%	11.1%	44.4%	77.8%	11.1%
2024	100%	0.0%	18.2%	18.2%	27.3%	9.1%	27.3%	0.0%	0.0%	0.0%	36.4%	63.6%	100.0%	18.2%	
Physics	2019	100%	43.6%	28.2%	16.2%	7.7%	2.6%	1.7%	0.0%	0.0%	0.0%	88.0%	95.7%	100.0%	71.8%
	2020	100%	42.4%	23.7%	19.4%	9.4%	3.6%	0.7%	0.7%	0.0%	0.0%	85.6%	95.0%	99.3%	66.2%
	2021	100%	61.9%	26.2%	7.9%	2.4%	0.8%	0.0%	0.8%	0.0%	0.0%	96.0%	98.4%	99.2%	88.1%
	2022	100%	48.4%	31.7%	15.1%	2.4%	2.4%	0.0%	0.0%	0.0%	0.0%	95.2%	97.6%	100.0%	80.2%
	2023	100%	44.3%	27.5%	16.8%	5.3%	1.5%	2.3%	2.3%	0.0%	0.0%	88.5%	93.9%	97.7%	71.8%
2024	100%	47.2%	27.5%	13.4%	4.9%	4.2%	2.1%	0.7%	0.0%	0.0%	88.0%	93.0%	99.3%	74.6%	
Spanish	2019	100%	27.5%	12.5%	25.0%	12.5%	12.5%	5.0%	5.0%	0.0%	0.0%	65.0%	77.5%	95.0%	40.0%
	2020	100%	34.5%	13.8%	27.6%	13.8%	6.9%	3.4%	0.0%	0.0%	0.0%	75.9%	89.7%	100.0%	48.3%
	2021	100%	39.0%	24.4%	24.4%	2.4%	7.3%	2.4%	0.0%	0.0%	0.0%	87.8%	90.2%	100.0%	63.4%
	2022	100%	37.5%	31.3%	18.8%	9.4%	0.0%	0.0%	3.1%	0.0%	0.0%	87.5%	96.9%	96.9%	68.8%
	2023	100%	15.8%	23.7%	36.8%	10.5%	10.5%	2.6%	0.0%	0.0%	0.0%	76.3%	86.8%	100.0%	39.5%
2024	100%	16.9%	30.5%	35.6%	10.2%	6.8%	0.0%	0.0%	0.0%	0.0%	83.1%	93.2%	100.0%	47.5%	
IGCSE / GCSE	2019	100%	33.6%	25.3%	18.7%	12.8%	5.7%	2.7%	0.9%	0.2%	0.0%	77.6%	90.5%	98.9%	59.0%
	2020	100%	32.1%	26.2%	23.3%	11.9%	4.7%	1.2%	0.5%	0.0%	0.0%	81.6%	93.6%	99.5%	58.3%
	2021	100%	57.0%	20.9%	11.7%	5.7%	3.7%	0.8%	0.2%	0.0%	0.0%	89.6%	95.3%	99.8%	77.9%
	2022	100%	42.1%	26.4%	16.1%	9.3%	4.2%	1.4%	0.4%	0.1%	0.1%	84.6%	93.9%	99.5%	68.5%
	2023	100%	33.2%	22.8%	20.5%	11.6%	7.3%	2.9%	1.3%	0.1%	0.2%	76.5%	88.1%	98.3%	56.0%
2024	100%	31.3%	23.7%	19.8%	11.5%	7.7%	4.1%	1.6%	0.2%	0.1%	74.8%	86.2%	98.0%	55.0%	

Subject	Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%	A*-A	
Global Perspectives	2015	100%	77.8%	22.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	
	2016	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	2017	100%	40.0%	40.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	80.0%
	2018	100%	62.5%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	87.5%	87.5%	87.5%	
	2019	100%	50.0%	28.6%	14.3%	7.1%	0.0%	0.0%	0.0%	0.0%	92.9%	100.0%	100.0%	78.6%	
	2020	100%	57.9%	26.3%	15.8%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	84.2%	
	2021	100%	73.9%	21.7%	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	95.7%	
	2022	100%	54.8%	32.3%	9.7%	3.2%	0.0%	0.0%	0.0%	0.0%	96.8%	100.0%	100.0%	87.1%	
	2023	100%	9.1%	39.4%	33.3%	15.2%	3.0%	0.0%	0.0%	0.0%	81.8%	97.0%	100.0%	48.5%	
2024	100%	0.0%	54.5%	36.4%	9.1%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	54.5%		
Turkish (both GCSE + IGCSE) as of June 2020 First Language Turkish	2013	1	48.0%	48.0%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	96%	
	2014	1	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100%	
	2011	1	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100%	
	2016	1	76.5%	23.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100%	
	2017	1	68.4%	26.3%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	95%	
	2018	1	47.1%	35.3%	17.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	82%	
	2019	1	94.1%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100%	
	2020	100%	66.7%	26.7%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	93.3%	
	2022	100%	23.1%	46.2%	15.4%	0.0%	7.7%	0.0%	0.0%	0.0%	84.6%	84.6%	100.0%	69.2%	
2023	100%	0.0%	25.0%	25.0%	37.5%	12.5%	0.0%	0.0%	0.0%	50.0%	87.5%	100.0%	25.0%		
2024	100%	6.7%	40.0%	26.7%	20.0%	6.7%	0.0%	0.0%	0.0%	73.3%	93.3%	100.0%	46.7%		



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