

MY4&5 OPTIONS

SEPTEMBER '26 - JUNE '28

ACCREDITED NEASC ACCREDITED

AMITY INTERNATIONAL SCHOOL AMSTERDAM

COLEGIO DEL MUNDO · WORLD SCHOOL · ECOLE DU MONDE

A Message from the Principal



Adrian Frost
Principal

> Our vision is to inspire young people to strive for excellence and to cultivate a lifelong love of learning within a vibrant, inclusive and nurturing community.

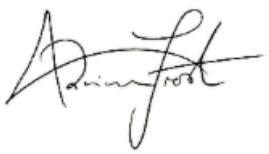
At Amity International School Amsterdam, we place equal value on academic rigour, personal growth and the development of character. The Middle Years are a period of rapid intellectual and personal development, and we are committed to providing a curriculum and environment that nurture confidence, resilience, collaboration and global-mindedness.

Across MY4 and MY5, students follow carefully designed pathways that combine the conceptual strength of the MYP with the academic challenge of internationally recognised qualifications.

Through the Amity MYP Certificate and the MY Honours Pathway, students shape programmes that reflect their interests, strengths and ambitions, while maintaining breadth and progression. Both pathways can culminate in the Amity Athena Award, recognising achievement across academic study, co-curricular engagement, service and personal development.

Our teachers guide students not only in mastering subject knowledge, but in thinking critically, questioning boldly and acting with integrity. The Middle Years pathways therefore represent more than preparation for the IB Diploma Programme; they offer a meaningful educational experience in their own right, fostering ambition, resilience, intellectual curiosity and a love of learning.

Our aim is that every student leaves the Middle Years academically prepared, personally confident and ready to thrive in an increasingly complex world.



Choosing your Pathway

> Choosing the Middle Years Pathway and Option subjects is an exciting time in a student's academic journey – indeed, it is the first opportunity they have to shape and direct their own curriculum.



Ruth Frost
Head of Senior School

Certificate or Honours Pathways

In MY4 and MY5, students follow one of two carefully designed pathways: the Amity MYP Certificate or the MY Honours Pathway incorporating IGCSE study. Both routes offer academic challenge, personal growth and broad opportunity.

The MYP Certificate pathway provides a rich, concept-driven education that develops critical thinking, creativity and global understanding across a balanced range of subjects. The Honours Pathway combines these MYP principles with the academic rigour and external recognition of IGCSE qualifications, offering strong preparation for the IB Diploma Programme and future academic pathways.

Students are encouraged to choose the pathway that best matches their strengths, interests, learning profile and future ambitions. Guidance from teachers and school leaders ensures that every student follows a route that is both appropriately challenging and personally rewarding.

Choosing your Subject Options

> The best choices are those that build on students' strengths, nurture their passions, and preserve the widest possible pathways for the future.



Jonathan Lapinskas
MYP Coordinator

We encourage students to choose option subjects that they are interested in and enjoy, and those that play to their strengths and in which they can achieve well. At the same time, it is important to make decisions that 'keep doors open' to ensure greater choice and opportunity in the future.

All students must choose a Language and a Humanity. Students taking the Amity MYP Certificate Pathway must also choose an Art subject. Students taking the Amity Honours Pathway are advised to choose an Art subject where possible. In these ways, students follow a broad and balanced curriculum while developing and demonstrating skills across a range of disciplines.

Above all, we recommend that students choose the subjects they enjoy most and in which they perform best. These are most likely to lead to strong outcomes and to form the basis of future IB course selections.

We recognise that decision-making is not always easy, and there is extensive support available. Students are guided carefully through every stage of the options process, beginning with assemblies and taster classes. All students discuss their choices with tutors and subject teachers, ensuring they have the information and guidance needed to make well-considered decisions.

Parents also play a vital role and are closely involved from the outset; we strongly encourage participation in webinars and attendance at the Options Evening. We are committed to working in partnership to help students make the choices that are right for them and to set them on a path to success during the Middle Years and beyond.

OUR EDUCATIONAL AIMS

The Middle Years Curriculum Pathways at Amity International School, Amsterdam are built for the great variety of students and to align with our goals and school values. The learning they receive allows them to use big ideas and real-world contexts to develop the skills, knowledge and attitudes that are vital for future success in not only their academic programmes but in their lives beyond school as global citizens.

To meet the needs of our international community, Amity International School, Amsterdam provides a balanced education, which facilitates geographic and cultural mobility and promotes the concepts of responsibility and international mindedness.

Our mission is to inspire young people to strive for excellence and to cultivate a lifelong love of learning within a vibrant, inclusive and nurturing community. We empower each student to grow in confidence, integrity and compassion, preparing them to contribute meaningfully to an ever-changing global society.

- **Passion for learning** through a broad, challenging and creative curriculum
- **Personal growth** through resilience, empathy and leadership
- **Global citizenship** through reflection, responsibility and respect for diversity
- **Diversity and togetherness** through valuing every student's contribution
- **Excellence** beyond the classroom in sport, the arts, service and outdoor education
- **Caring** relationships that prioritise wellbeing and connection
- **Innovation** through digital fluency and future-ready skills



MY1-3

The Middle Years Framework

During MY1–MY3, pupils follow the Middle Years Programme (MYP), developing as confident, curious learners who are academically capable, reflective and internationally minded.

These formative years are about far more than subject knowledge alone. Pupils are encouraged to explore ideas, ask thoughtful questions and make meaningful connections between disciplines and real life. Alongside strong academic foundations, pupils develop independence, resilience and self-belief within a nurturing and structured environment.

The MYP provides excellent preparation for the next stages of learning. Pupils can either move on confidently to IGCSE courses with their increased disciplinary focus, or continue the more interdisciplinary approach of the MYP programme

All MY pupils can continue to the IB Diploma Programme, equipped with the skills, habits and mindset needed to thrive both academically and personally.

- Deep conceptual understanding
- Broad subject knowledge
- Strong academic habits and learner identity
- Confidence for challenge and complexity
- Readiness for the demands of IBDP
- Curiosity, critical and creative thinking
- Collaboration, leadership, and communication
- Empathy, Integrity and Responsibility
- Global Outlook and ethical awareness



Middle Years Programme

APPROACHES TO LEARNING

Explicit focus on transdisciplinary learning skills, embedded in classroom learning, and assessed formally and informally throughout the Middle Years

These skills, known collectively as 'approaches to learning' empower students to be successful in school, education and beyond.

There are five broad categories of skills, which can be broken down into ten more specific categories of ATL skills. Throughout the MYP, students will learn and practise different strategies for developing and applying these skills.



In some MYP contexts, the emphasis on skills can unintentionally overshadow the importance of subject knowledge and understanding. Through our recent senior school curriculum developments, we have strengthened the balance between these elements, ensuring that students build deep disciplinary knowledge alongside the ability to think critically, communicate effectively and apply higher-order skills. This is not a choice between knowledge or skills, both are essential, and together they empower students to achieve meaningful and lasting learning.

ENHANCED PROVISION

Academic Pathways at Amity MY4 and MY5

The Middle Years Curriculum at Amity International School, Amsterdam is designed to challenge, extend, and inspire students during a crucial period of their education. Spanning MY1 to MY5, the programme combines academic excellence with opportunities for leadership, creativity, service, and personal development.

Our pathways and courses during MY4 and MY5 are carefully structured to ensure that students develop strong foundational knowledge while also learning to think conceptually and apply their understanding across disciplines.

Amity MY Certificate Pathway

Our Amity Middle Years Certificate Pathway enables pupils to explore new interests, develop expertise in chosen subjects, and begin shaping their individual pathways as learners.

Amity MY Honours Pathway

Meanwhile, our Middle Years Honours Pathway allows for a deeper focus on content and facilitates the option for internationally standardised examinations at the end of their Middle Years course.

Amity Athena Award

At the end of the Middle Years, students may be awarded the Amity Athena Award, reflecting our ambition for every learner. This holistic award recognises academic achievement, sustained effort, participation in school life, and the personal qualities that underpin future success. Spanning MY4 to MY5, it expands on the philosophy of the IB, creating a meaningful record of engagement, character and accomplishment.

AMITY ATHENA AWARD

Recognising and Celebrating achievement across and beyond the curriculum, co-curriculum and super-curriculum

The Amity Athena Award is a new and exciting programme for all pupils in MY4 and MY5, recognising and celebrating achievement across and beyond the curriculum, co-curriculum and super-curriculum. Designed to incentivise participation, engagement and application, it challenges students to step beyond their comfort zones and develop breadth of experience through achievement across every component in order to succeed.

Through a personalised journey that includes the Personal Project, Reading, Service as Action, Responsibility, Current Affairs, Physical Activity, Cultural Pursuits, Public Speaking, and Planning, Recording and Reflecting, students extend their learning through clubs, societies, competitions and independent research while discovering their passions and developing confidence, character and a love of learning.



The Amity Athena Award nurtures personal attributes that reach beyond academic study, raising expectations, recognising accomplishment, and celebrating both achievement and impact. Concluding with formal recognition, it provides a strong foundation for post-16 pathways, the International Baccalaureate Diploma, and success in life beyond school.

ACADEMIC SCHOLARSHIP

Students who achieve the Amity Athena Award and complete the Honours Pathway with an outstanding record of IGCSE achievement may be considered for academic scholarship in DP1 and DP2 at Amity International School Amsterdam.



DP Sudents at Amity International School, Amsterdam

AMITY MYP CERTIFICATE

Curriculum in MY4&5

Compulsory Core Curriculum

- Mathematics
- English Language and Literature
- Integrated Sciences - Biology, Chemistry and Physics
- Individuals and Societies (I&S)

- Critical Thinking
- Learning to Learn
- PSHCE (Personal, Social, Health, Careers and Economic Education)
- Physical Health Education
- Service as Action
- Personal Project

Optional Subjects

In addition to the core subjects, pupils choose three subjects from the options listed below, plus a reserve option. Courses are run subject to sufficient interest and availability.

Languages

Dutch Language and Literature
Dutch Language Acquisition (CNaVT)
French Language Acquisition (DELF)

Performing and Creative Arts

Art & Design - Fine Art
Design and Technology
Music (ABRSM)
Drama (LAMDA)

IGCSE content is followed where relevant within the MYP framework but some content may be adapted.

Amity High School Certificate

Subjects studied will count towards the NEASC accredited Amity High School Certificate, in the same way as IGCSE qualifications.



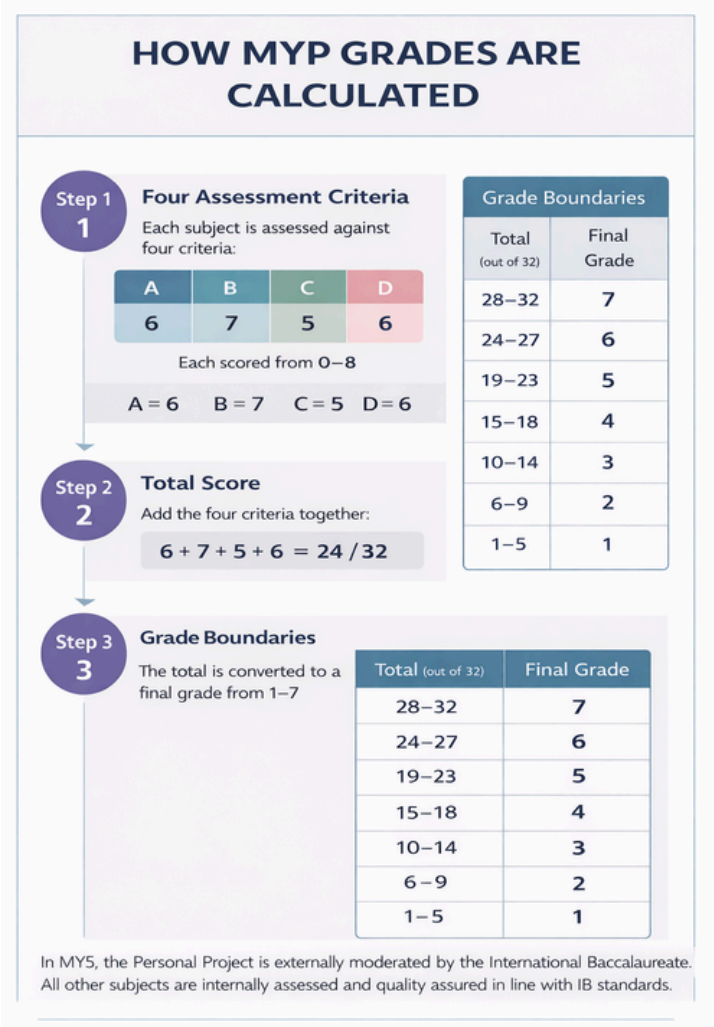
Middle Years Student at Amity

MYP CERTIFICATE ASSESSMENT

MY4 and MY5 provide a rigorous and well-balanced MYP curriculum that prepares students for success in the IB Diploma Programme and other internationally recognised qualifications.

Learning in the MYP emphasises conceptual understanding, critical thinking, and meaningful real-world connections. Students continue to study a broad range of subjects while developing increasing independence, confidence, and responsibility for their learning.

Assessment in MY4 and MY5 is criteria-based, with achievement measured against clearly defined standards in each subject. Students receive achievement levels across four criteria (each scored 1–8), which combine to produce a final grade from 1–7. At Amity International School Amsterdam, the Personal Project in MY5 is externally moderated by the International Baccalaureate, ensuring alignment with global IB standards.



During these years, students benefit from:

- A broad and challenging academic programme across subject groups
- Explicit development of study skills, research, and independent learning
- Opportunities for leadership, service, and engagement beyond the classroom
- The MY5 Personal Project, demonstrating initiative, reflection, and sustained inquiry

MY4 and MY5 represent an important stage of growth, where students consolidate strong academic foundations while developing the personal attributes, skills, and confidence needed for future success.

MYP ASSESSMENT CRITERIA

Language & Literature

- A: Analysing
- B: Organising
- C: Producing Text
- D: Using Language

Language Acquisition

- A: Comprehending Spoken & Visual Text
- B: Comprehending Written & Visual Text
- C: Communicating in Response to Spoken/Visual Text
- D: Communicating in Response to Written Text

Individuals & Societies

- A: Knowing & Understanding
- B: Investigating
- C: Communicating
- D: Thinking Critically

Sciences

- A: Knowing & Understanding
- B: Inquiring & Designing
- C: Processing & Evaluating
- D: Reflecting on the Impacts of Science

Mathematics

- A: Knowing & Understanding
- B: Investigating Patterns
- C: Communicating
- D: Applying Mathematics in Real-Life Contexts

Design

- A: Inquiring & Analysing
- B: Developing Ideas
- C: Creating the Solution
- D: Evaluating

Physical & Health Education

- A: Knowing & Understanding
- B: Planning for Performance
- C: Applying & Performing
- D: Reflecting & Improving Performance

Arts

- A: Knowing & Understanding
- B: Developing Skills
- C: Thinking Creatively
- D: Responding

AMITY HONOURS PATHWAY

Curriculum in MY4&5

Compulsory Core Curriculum

The core curriculum studied in MY4 and MY5 includes compulsory examined subjects as well as non-assessed skills courses.

- Mathematics (IGCSE)
- English Language and English Literature (Two IGCSEs)
- Separate Sciences - Biology, Chemistry and Physics (Three IGCSEs)

- Critical Thinking
- Learning to Learn
- PSHCE (Personal, Social, Health, Careers and Economic Education)
- Physical Health Education
- Service as Action
- Personal Project

Optional Subjects

In addition to the core subjects, pupils choose four subjects from the options listed below, plus a reserve option. Students must choose a language, a humanity, and ideally an Art subject. Courses are run subject to sufficient interest and availability.

Languages

Dutch Language and Literature
Dutch Language Acquisition (CNaVT)
French Language Acquisition (DELF)

Humanities

History (IGCSE)
Geography (IGCSE)

Creative and Applied Disciplines

Art & Design - Fine Art (IGCSE)
Design and Technology (GCSE)
Music (ABRSM)
Drama (GCSE, LAMDA)
Computing (IGCSE)
Physical Education (GCSE)



Middle Years Students at Amity

AMITY HONOURS PATHWAY IGCSE ASSESSMENT

The International GCSEs (IGCSEs) are global qualifications that are followed by schools worldwide, including the UK. These two-year programmes of study are used as a means of assessing students' attainment at the end of MY5. These qualifications are rigorous in their assessment and are recognised by universities, colleges and employers throughout the world.

Almost all IGCSE qualifications are now graded 9 – 1, with 9 the highest possible grade. A Grade 4 is a standard pass, but teachers will focus on supporting all pupils to achieve the highest possible grades. At Amity International School, Amsterdam, we follow qualifications offered by the Pearson Edexcel examination board.

Pearson Edexcel

Old grades	New grades
A*	9
	8
A	7
B	6
	5 Strong Pass
C	4 Standard Pass
D	3
E	2
F	1
G	
U	U

As well as providing our students with a firm grounding in the core subjects of English, Mathematics and Sciences, our MY4-5 curriculum enables students to make subject choices which maintain breadth but have opportunity for specialism according to their interest, preparing them for a variety of future study pathways.

ADVANTAGES OF IGCSES

With 85–90% of Amity students coming from expatriate and mobile families, internationally transferable qualifications are essential. IGCSEs are the world's most widely recognised courses for ages 14–16. They are externally assessed and benchmarked to ensure consistency, academic rigour and global portability, while also supporting smooth transitions between countries and school systems. Crucially, we recognise that IGCSEs are for all learners, providing accessible yet challenging pathways that enable every student to demonstrate progress and success.

Alongside the growing recognition of the MYP, this dual approach combines strong conceptual learning with trusted external standardisation. Flexible subject choices allow students to tailor pathways to their interests, strengths and future goals, while the demanding curriculum and examinations prepare them thoroughly for post-16 study. By offering both MYP and IGCSE pathways, Amity meets diverse academic needs and supports every student to achieve their full potential.



IGCSE Students at Amity International School, Amsterdam

SPECIALIST ACCREDITED QUALIFICATIONS

Internationally recognised certifications in Languages, Music and Performance

DELF & CNaVT (Languages)

Students may enter external language examinations aligned to the Common European Framework of Reference for Languages (CEFR). DELF (French) and CNaVT (Dutch) assess listening, speaking, reading, and writing skills.

CEFR levels provide internationally understood benchmarks that offer clear evidence of language proficiency and progression.

CEFR Level	Description
A1-A2	Basic User
B1-B2	Independent User
C1-C2	Proficient User

taal: unie CNaVT Certificaat Nederlands als Vreemde Taal DELF

ABRSM (Music)

The Associated Board of the Royal Schools of Music (ABRSM) offers graded practical and theory of music examinations from Grades 1–8 through to Diploma level qualifications. Assessment includes performance, technical work, sight-reading, and aural skills.

ABRSM

LAMDA (Drama & Communication)

LAMDA

The London Academy of Music and Dramatic Art (LAMDA) examinations assess performance and communication skills through graded, externally examined qualifications from Grades 1–8 through to Bronze, Silver & Gold Medal awards.

These qualifications:

- Recognise excellence
- Develop confidence, communication, and performance skills
- Provide internationally benchmarked certification
- Strengthen future pathway and university applications

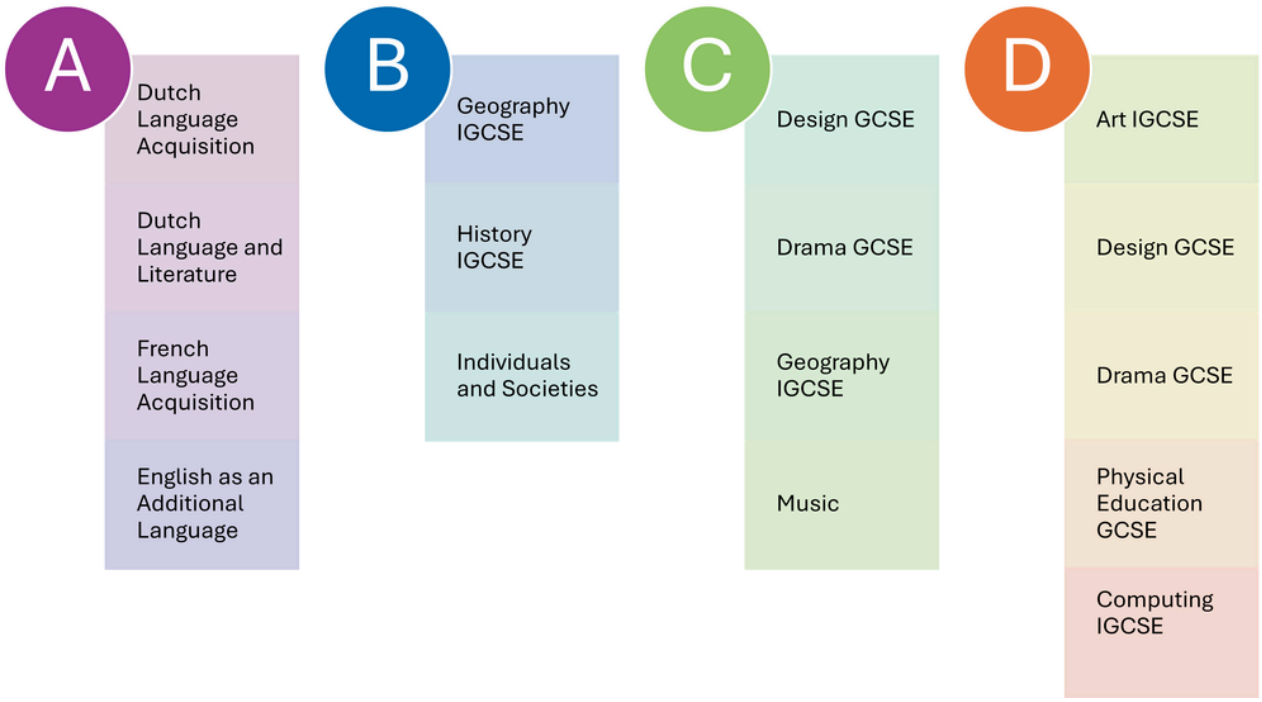
OPTION BLOCKS

For MY4-5 Sep 2026 - June 2028

Students should choose one option from each block (A B C D). All students must choose a language in block A and a humanity in block B.

Students following the Amity MYP Certificate must choose at least one Art subject (Art, Music, Drama or Design) and a free choice.

Students following the Amity Honours Pathway are advised, but not obliged, to choose an Art subject as one of their two remaining options.



TIMELINE

All students are given advice about choosing their MY4&5 Options and the different subject courses by their tutors, teachers and the Senior Leadership Team.

1

13TH FEBRUARY

Options Webinar for Parents

IGCSE Taster classes commence

Tutor 1-to-1 discussions commence

2

5TH MARCH

Options Evening for parents and students

Options booklet shared with parents and students

Options Survey sent to parents

3

12TH MARCH

Options Survey Deadline

4

END JUNE 2026

Option Choices confirmed through tutors

Confirmed Choices

Timetabling will begin in March during which time the Option Blocks will be set; this process informs staff recruitment and timetabling across the school. We cannot guarantee that we will be able to offer all choices, although we will endeavour to do so! Subject choices will be confirmed by the end of June 2026.

WHAT IF I CHANGE MY MIND?

After the Options submission date, 12th March 2026

You should make an appointment with the Middle Years Coordinator to discuss the change. There is no guarantee a change will be possible, but we will do our best to support where changes can be made.

After the course has started, August 2026

Occasionally students feel that they have made a mistake, which they realise after the course has started. In these circumstances, the student should first make an appointment with their tutor to discuss.

It can be difficult to start a course after the beginning of term, so the school requires that any student requesting a change should speak to both the subject teacher of the subject they wish to drop and the subject teachers of the subject they wish to take up before submitting a formal request.

The student will be required to meet with the Middle Years Coordinator, who will make the final authorisation for the change. Such authorisation will only be given if there are places still available in the teaching group required and on being satisfied that the change is in the student's best interest.

We expect students to make their final choices carefully and give each option a fair try before requesting a change. Any request for a change after the beginning of term will only be considered during September 2026. This gives students time before the half term break to find out what work needs to be caught up and the half term break to catch up.

After the September deadline has passed, we consider it too late to start a new course, and expect all students to remain committed to the full two-year courses they have chosen.



Middle Years Students at Amity International School, Amsterdam

A COMMITMENT TO STUDY

A commitment to study is essential to success. This means being organised and working hard in school and at home. Students can expect an increased homework load during these two important years, and all subjects and qualifications have elements of preparation work to be done at home.

Universities and future employers throughout the world are keen to recruit people who can work hard, show determination and resilience, who can take responsibility for their work, and who can contribute to the community in which they live and work. It is therefore essential that students not only impress under scrutiny by means of their good grades but also that they continue to fully participate and excel in the co-curricular programme. Students are strongly advised to work towards their Amity Athena Award which formalises their participation beyond the curriculum.

Good attendance at school is also vital to success. A quantitative statement regarding a student's attendance is commonly a question on references for universities, employers and other schools. Research has shown a correlation between regular school attendance and success: a 10% drop in school attendance in MY4 and MY5 is correlated with a drop in performance at IGCSE by one grade or more.



Middle Years Student at Amity International School, Amsterdam

SUPPORT

We are proud of our pastoral support system, which ensures that every student benefits from a truly holistic experience. Students work closely with their tutor who supports them in their day-to-day life at Amity; tutors ensure that each student makes the most of their academic journey, takes responsibility for their own learning and works effectively to meet their potential.

Tutors help students plan their study time effectively, support them when they are finding courses challenging and encourage them to set challenging targets for progression. The Pastoral and Wellbeing team work closely with tutors to ensure every student is known and supported.

Our Inclusion and EAL teams support students in achieving their academic potential, whatever their learning need. Through either short-term or long-term support plans, our qualified teachers build confidence and motivation in their students, so that they are better equipped to access the curriculum and life at Amity, and beyond, more effectively.



Middle Years Student and Tutor at Amity International School, Amsterdam

IGCSE MATHEMATICS

Pearson Edexcel

SPECIFICATION LINK: **4MA1**

1 Syllabus Overview

Number
- Use numerical skills in a purely mathematical way and in real-life situations

Algebra
- Use letters as equivalent to numbers and as variables
- Understand the distinction between expressions, equations and formulae.
- Use algebra to set up and solve problems.
- Demonstrate manipulative skills.
- Construct and use graphs.

Geometry
- Use properties of angles.
- Understand a range of transformations.
- Work within the metric system.
- Understand ideas of space and shape.
- Use ruler, compasses and protractor appropriately.

Statistics
- Understand basic ideas of statistical averages.
- Use a range of statistical techniques.
- Use basic ideas of probability.

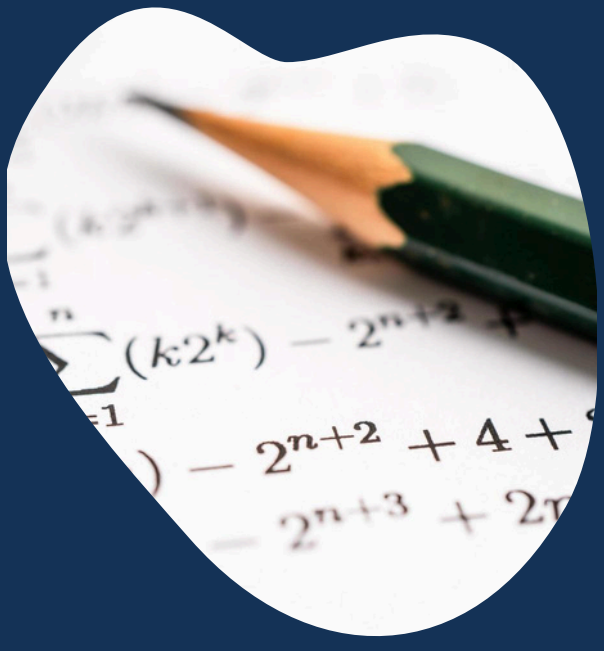
2 Assessment Overview

Two written examinations taken at the end of MY5.

Each paper is 2 hours long and worth 50% of the final mark.

Both papers require a calculator

It is expected that most students will be entered for the higher tier examination.



3 Beyond IGCSE

Pupils will develop problem-solving skills and mathematical reasoning skills.

Mathematics IGCSE grade is highly valued by all employers.

Mathematics is also a compulsory subject at IB.

Maths studied for the MYP Certificate follows the IGCSE curriculum, but some content may be adapted. Assessment follows the MYP framework. All students may enter for the IGCSE examination.

IGCSE ENGLISH LANGUAGE A

Pearson Edexcel

SPECIFICATION LINK: **4EA1**

1 Syllabus Overview

During the course students will develop the ability to read and respond critically to a wide range of anthology and unseen texts, communicate clearly and effectively in both transactional and imaginative writing for different audiences and purposes, and use accurate grammar, spelling and punctuation alongside a varied and purposeful vocabulary.

Students engage with diverse non-fiction, poetry and prose drawn from the Pearson Edexcel International GCSE English Anthology, exploring writers' ideas, language and structure while using these insights to inform and strengthen their own analytical and creative writing. They also develop confidence in spoken communication.

The course builds key analytical, comparative and communication skills, supporting confident interpretation, coherent argument and imaginative expression. It provides strong preparation for progression to further study, including IBDP English Language and Literature, and develops transferable skills valuable across a wide range of academic and professional pathways.

2 Assessment Overview

Paper 1 - Non-fiction Texts and Transactional Writing, 2hrs 15 mins 60%
Structured and extended writing questions based on reading texts and transactional writing.

Paper 2 - Poetry and Prose Texts and Imaginative Writing, 90mins, 40%*
Essay question on part 2 of the anthology and imaginative writing.

*coursework option tbc, chosen by the department



3 Beyond GCSE

A qualification in English Language is broad and versatile. It is globally recognised and can therefore lead to a wide variety of career paths. English Language enables a student to excel in all other subjects and is the basis of a professional skill set. The student of English learns to research, analyse and interpret information. They are encouraged to be critical and creative while exploring the many cultures of the world, thus giving them more choice and opportunity in today's job and education market.

English Language and Literature studied for the MYP Certificate follows the IGCSE English Language curriculum, but some content may be adapted. Assessment follows the MYP framework.

IGCSE ENGLISH LITERATURE

Pearson Edexcel

SPECIFICATION LINK: **4ET1**

1 Syllabus Overview

During the course students will develop the ability to read, understand and respond critically to a wide range of literary texts from different cultures, time periods and traditions, while exploring how writers use language, form and structure to create meaning and effect.

Students will build confident, informed personal responses supported by clear textual evidence and accurate written expression.

Students study poetry, modern prose and drama alongside literary heritage texts, considering the relationship between texts and the historical, social and cultural contexts in which they were written.

This encourages deeper appreciation of literature's influence on individuals and societies and fosters enjoyment of reading.

The course develops analytical, comparative and interpretative skills, supporting clear argument, critical thinking and thoughtful engagement with complex ideas. It provides strong preparation for progression to further study, including IBDP English Language and Literature and a wide range of academic pathways.



2 Assessment Overview

Paper 1 - Poetry and Modern Prose, 2hrs, 60%
Extended writing questions based on unseen and anthology poetry, and modern prose set texts

Paper 2 - Modern Drama and Literary Heritage Texts, 90mins, 40%
Extended writing questions based on the set texts studied.

3 Beyond GCSE

English Literature develops a student's skill as an analytical, intelligent and insightful thinker, writer and speaker. Success and determination in this course will demonstrably affect achievement in other subjects spanning MY4, MY5 and beyond.

IGCSE BIOLOGY

1 Syllabus Overview

All students follow triple award Science in MY3 and MY4. Some pupils may be guided to take Double Award Science (Biology, Chemistry and Physics) IGCSE in MY5.

The Biology course covers five overarching topics of study:

- The nature and variety of living organisms
- Structure and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

Students will develop knowledge and understanding of experimental skills through the context of the Biology they are learning. Experimental skills are assessed through the written examination papers.

Pearson Edexcel

SPECIFICATION LINK: **4BI1**

2 Assessment Overview

Paper 1 - 2hrs - 110 marks (61%)
Paper 2 - 75 mins - 70 marks (39%)

A mixture of different question styles including multiple-choice questions, short-answer questions, calculations and extended open-response questions. A calculator may be used.



3 Beyond GCSE

The Biology IGCSE provides strong preparation for students progressing to further study or considering careers in biology-related fields. It develops essential scientific knowledge, practical investigation skills and analytical thinking, supporting success across a wide range of science-based courses as well as Sports and Physical Education pathways. The course also builds understanding of health, the environment and living systems, equipping students with valuable knowledge for future study and everyday life.

Biology studied for the MYP Certificate follows the IGCSE curriculum, but some content may be adapted. Assessment follows the MYP framework.

IGCSE CHEMISTRY

Pearson Edexcel

SPECIFICATION LINK: **4CH1**

1 Syllabus Overview

All pupils follow triple award Science in MY3 and MY4. Some pupils may be guided to take Double Award Science (Biology, Chemistry and Physics) IGCSE in MY5.

Chemistry is the study of matter and energy and the interaction between them. It is the study of the structure and properties of substances that are all around us and by studying Chemistry we are able to gain a better understanding of ourselves and our environment.

The Chemistry course covers four overarching topics of study:

- Principles of chemistry
- Inorganic chemistry
- Physical chemistry
- Organic chemistry

Pupils will develop knowledge and understanding of experimental skills through the context of the Chemistry they are learning. Experimental skills are assessed through the written examination papers.

2 Assessment Overview

Paper 1 - 2hrs - 110 marks (61%)
Paper 2 - 75 mins - 70 marks (39%)

A mixture of different question styles including multiple-choice questions, short-answer questions, calculations and extended open-response questions. A calculator may be used.



3 Beyond GCSE

Learning Chemistry develops objectivity, reasoning and problem-solving skills, helping students become flexible, inquisitive thinkers who can draw confident conclusions from evidence. It equips students with the knowledge and skills needed to succeed in an ever-changing world.

Chemistry also opens pathways to further study in fields such as Medicine, Pharmacology, Toxicology, Biochemistry, Forensic Science and Patent Law, with transferable skills that are equally valuable in areas including Engineering.

Chemistry studied for the MYP Certificate follows the IGCSE curriculum, but some content may be adapted. Assessment follows the MYP framework.

IGCSE PHYSICS

Pearson Edexcel

SPECIFICATION LINK: **4PH1**

1 Syllabus Overview

All students follow triple award Science in MY3 and 4. Some pupils may be guided to take Double Award Science (Biology, Chemistry and Physics) IGCSE in MY5.

This course encourages a questioning approach to scientific ideas and prepares pupils for working scientifically. Physics is an enquiry-based discipline involving practical, application and investigational skills.

The Physics course covers eight overarching topics of study:

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfers
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

Students will develop knowledge and understanding of experimental skills through the context of the Chemistry they are learning. Experimental skills are assessed through the written examination papers.

2 Assessment Overview

Paper 1 - 2hrs - 110 marks (61%)
Paper 2 - 75 mins - 70 marks (39%)

A mixture of different question styles including multiple-choice questions, short-answer questions, calculations and extended open-response questions. A calculator may be used.



3 Beyond GCSE

The Physics IGCSE provides a strong foundation in the key principles and techniques of classical physics, preparing students for further study at post-16 level. It develops curiosity about how the physical world works alongside practical investigation skills, analytical thinking and problem solving. The course supports progression to advanced study in Physics, Engineering and other science-related fields, while building transferable skills valuable across a wide range of future pathways.

Physics studied for the MYP Certificate follows the IGCSE curriculum, but some content may be adapted. Assessment follows the MYP framework.

IGCSE GEOGRAPHY

Pearson Edexcel

SPECIFICATION LINK: **4GE1**

1 Syllabus Overview

Students will develop knowledge and understanding of the Earth's physical and human environments, exploring the processes that shape rivers, coasts and hazardous landscapes alongside the ways people live, work and interact within rural, urban and global systems.

Students build spatial awareness and apply geographical concepts to real-world issues, including sustainability, development and global change.

Students engage in geographical enquiry through the collection, presentation and analysis of primary and secondary data, including fieldwork investigations that develop practical, analytical and evaluative skills. They learn to interpret maps, graphs, photographs and statistical information, draw reasoned conclusions and communicate findings clearly.

The course develops critical thinking, problem solving and decision-making, preparing students to understand global challenges and consider different perspectives on environmental and human issues.



2 Assessment Overview

Paper 1, Physical Geography, 70 mins, 40%
Rivers, Coasts, Hazardous environments and Fieldwork

Paper 2, Human Geography, 105 mins, 60%
Economic activity and energy, Rural environments, Urban environments and Fieldwork

3 Beyond GCSE

Geography related career paths include: Diplomacy, Urban Planning, Environmental Management, Journalism, Geology, International Development, Engineering, Geographical Information Systems, Geophysics, Meteorology, Surveying, Financial Analytics, Air Traffic Control, Teaching, Environmental Law, and Cartography.

IGCSE HISTORY

Pearson Edexcel

SPECIFICATION LINK: **4HI1**

1 Syllabus Overview

During the course students will develop knowledge and understanding of significant historical events, periods and societies, exploring themes such as dictatorship and democracy, conflict and civil rights, and the changing experiences of individuals and communities.

Students study both depth and breadth topics, with the depth studies focusing on Germany in the era of dictatorship and the development of rights and protest in the USA, building detailed understanding alongside wider historical perspective.

Students engage in historical enquiry by analysing sources, evaluating different interpretations and constructing well-supported arguments. They learn to ask critical questions about the past, organise evidence effectively and reach substantiated conclusions using secure historical knowledge.

The course develops analytical thinking, judgement and clear written communication, providing strong preparation for progression to further study, including IBDP History and a wide range of academic and professional pathways.

2 Assessment Overview

Paper 1, Depth Studies - 90 mins, 50%
2 Questions based on 2 depth studies

Paper 2, Investigation and Breadth Studies - 90 mins, 50%
Students answer two questions, one question on their historical investigation and one question on their breadth study in change.



3 Beyond GCSE

History-related career paths include diplomacy, international relations, law, politics, journalism, public policy, archaeology, museum and heritage work, education, the civil service, and roles within business, publishing and the cultural sector.

Students develop transferable skills including critical thinking, analysis of evidence, evaluation of interpretations, clear communication, research, organisation, and the ability to construct balanced, well-supported arguments.

INDIVIDUALS AND SOCIETIES

MYP GUIDE: I&S

1 Syllabus Overview

During the course students explore how history, geography, economics and global politics shape societies, identities and the modern world. Through inquiry-based units, such as colonialism and forgotten histories, revolution and global conflict, capitalism and population change, borders and migration, or dark tourism and cultural memory, students investigate past and present issues while considering multiple perspectives and real-world consequences.

Learning is guided by the IB MYP Individuals & Societies framework, developing research, critical thinking, communication and creative problem-solving skills. Students analyse sources, interpret data, construct arguments, design projects and present ideas in written, visual and oral forms. Assessment is continuous across MY4 and MY5 and measured against the four MYP criteria: knowing and understanding, investigating, communicating and thinking critically.

The course builds global awareness, intellectual curiosity and informed citizenship.



2 Assessment Overview

Assessment is continuous across MY4 and MY5 and measured against the four IB MYP criteria:

A – Knowing and Understanding: applying subject knowledge and concepts to historical, geographical and global contexts.
B – Investigating: conducting research, analysing sources and interpreting data.
C – Communicating: presenting ideas clearly in written, visual and oral forms.
D – Thinking Critically: evaluating perspectives, arguments and evidence to reach reasoned conclusions.

3 Beyond MYP

Individuals & Societies in the MYP develops critical thinking, research, communication and analytical skills valued by universities and future employers. It provides strong preparation for further study in the IB Diploma Programme, particularly Environmental Systems and Societies, while supporting informed, active participation in an increasingly complex world.

IGCSE COMPUTER SCIENCE

Pearson Edexcel

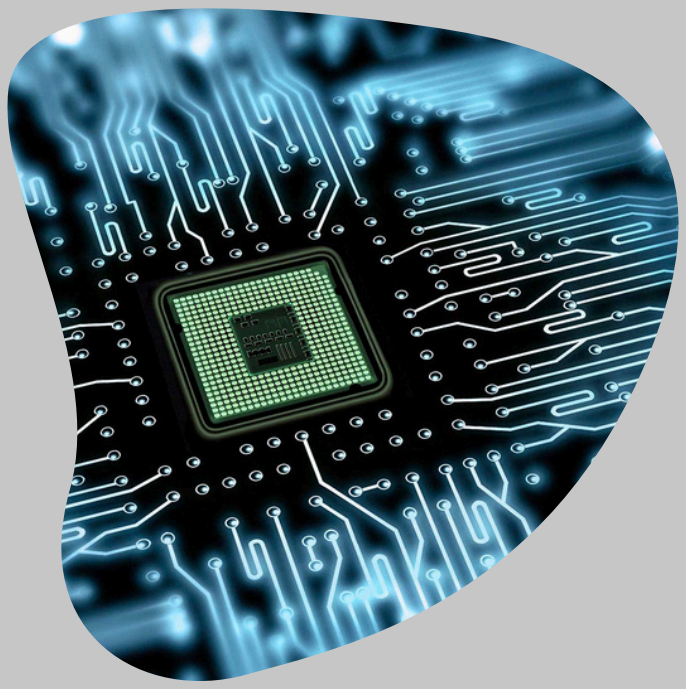
SPECIFICATION LINK: **4CP0**

1 Syllabus Overview

Students develop understanding of the fundamental principles of computer science, including abstraction, decomposition, logic, algorithms and data representation, while learning how digital systems function and communicate in an increasingly connected world. Students apply computational thinking to analyse problems, design solutions and create, test and refine programs using an appropriate programming language.

Students explore programming, computer systems, networks, cybersecurity and the wider social, ethical and environmental impact of technology. In the practical assessment (Paper 2), students write, test and debug programs, trace and refine algorithms, and solve structured programming tasks using a chosen language such as Python, C+ or Java.

The course is well suited to students who enjoy logical thinking and problem solving, and while advanced mathematics is not required, confidence with patterns, reasoning and basic numerical concepts is beneficial.
The course develops analytical thinking, precision and independence, providing strong preparation for progression to further study.



2 Assessment Overview

Paper 1 - 2hrs, 50%
Principles of Computer Science
Basic principles of computer science, including application of principles when solving problems

Paper 2 - 3hrs, 50%
Application of Computational Thinking
Practical examination set and marked by Pearson, with a choice of Python, C+ or Java, combining multiple-choice, open-response and supervised computer-based task questions.

3 Beyond IGCSE

In a rapidly evolving digital world, computing is central to future opportunity. Many careers our students will pursue have yet to be imagined, yet all will demand confidence with technology, creativity and problem solving. From the arts and media to healthcare, business and industry, computing empowers students to innovate, adapt and thrive on a global stage.

GCSE PHYSICAL EDUCATION

Pearson Edexcel

SPECIFICATION LINK: **1PE0**

1 Syllabus Overview

Students develop knowledge and understanding of physical performance, health and fitness, and the factors that influence participation in sport and physical activity. They study applied anatomy and physiology, movement analysis, physical training and the use of data, alongside health, fitness and wellbeing, sport psychology and socio-cultural influences on participation.

Students apply this understanding through practical performance in a range of physical activities, demonstrating skill, decision-making, teamwork and evaluation of performance. As part of the non-examined assessment, students complete practical activity assessments and a Personal Exercise Programme (PEP), where they plan, carry out and review a training programme to improve fitness and performance.

The course develops resilience, leadership, collaboration and self-discipline while promoting lifelong engagement in healthy, active lifestyles.

2 Assessment Overview

Two written papers taken at the end of MY5, and a practical coursework portfolio.

Paper 1 - Fitness and Body Systems - 90 mins, 36%

Paper 2 - Health and Performance - 75 mins, 24%

Practical Performance - 30%
Three assessed physical activities - (Team, Individual and Free Choice)

Personal Exercise Programme - 10%



3 Beyond GCSE

GCSE Physical Education holds close links to subjects such as Biology, Psychology and Sociology. The course develops transferable skills and can lead to a wide variety of employment opportunities in sports, marketing, education, business & management, medicine (sports), physiotherapy and more.

DUTCH LANGUAGE & LITERATURE

MYP GUIDE:
LANG & LIT

1 Syllabus Overview

The course for native/fluent Dutch speakers offers the opportunity to respond knowledgeably to a range of reading texts during the course as a whole.

During the course students develop confidence in reading, analysing and responding to a wide range of Dutch literary and non-literary texts. They explore authorial intention, style and tone, learn to recognise literary devices, and build the skills to communicate thoughtful, well-supported personal interpretations.

Students investigate the history of Dutch literature, key authors and literary movements, while reading, analysing and appreciating poetry and prose, including close study of texts such as Het Gouden Ei. They learn to compare texts, recognise historical context and express independent opinions grounded in research rather than repetition.

The course strengthens communication, critical thinking and research skills, providing a strong foundation for further literary study and excellent preparation for progression to IBDP Dutch Language and Literature.



2 Assessment Overview

Assessment is continuous across MY4 and MY5 and measured against the four IB MYP criteria:

A – Analysing: interpreting literary and non-literary texts and authorial choices.

B – Organising: structuring clear analytical and comparative writing.

C – Producing Text: creating written, oral and creative responses for different purposes.

D – Using Language: demonstrating accurate and appropriate spoken and written Dutch.

3 Beyond MYP

Strong skills in language and literature are highly valued in today's world, supporting clear communication, cultural understanding and critical thinking.

Through the study of Dutch language and literary texts, students explore ideas, perspectives and contexts while developing confidence in analysis, interpretation and expression. This enriches their academic profile, supports future study and international opportunities, and provides excellent preparation for IBDP Dutch Language and Literature course.

DUTCH LANGUAGE ACQUISITION

MYP GUIDE:
LANG ACQ

1 Syllabus Overview

During the course students develop practical communication skills in spoken and written Dutch, building confidence in understanding and using the language in everyday, creative and cultural contexts.

Through themes such as community organisation, identity, relationships, planning, imagination and global celebrations, students learn to read, write, listen and speak with increasing accuracy and independence.

Assessment includes presentations, short stories, functional writing, listening and reading comprehension, encouraging clear communication, creativity, organisation and reflection.

Across the programme, students strengthen real-world language use while developing intercultural understanding and confidence in social interaction.

The course prepares students to work towards the CNaVT (Certificaat Nederlands als Vreemde Taal) qualification, providing recognised evidence of Dutch language proficiency and supporting future study, integration and international opportunities.



2 Assessment Overview

Assessment is continuous across MY4 and MY5 and measured against the four IB MYP criteria:

A – Listening: understanding spoken Dutch in everyday, informational and creative contexts.

B – Reading: interpreting written texts such as schedules, stories and cultural information.

C – Speaking: communicating ideas, opinions and presentations clearly in spoken Dutch.

D – Writing: producing accurate and structured functional, personal and creative texts.

3 Beyond MYP

Strong language skills are highly valued in today's globalised world, enhancing communication, cultural understanding, confidence and future employability.

Learning additional languages broadens perspectives and supports international mobility, while the MYP language acquisition programme prepares students for progression to IBDP Language B and continued linguistic development.

FRENCH LANGUAGE ACQUISITION

DELF

MYP GUIDE:
LANG ACQ

1 Syllabus Overview

During the course students develop practical communication skills in spoken and written French, building confidence in understanding and using the language in real-world, creative and cultural contexts. Through themes such as identity and social media, school life, the environment, travel, migration, entertainment and future careers, students learn to read, write, listen and speak with increasing accuracy, independence and cultural awareness.

Assessment includes presentations, creative and formal writing, listening and reading comprehension, interviews and role-play, encouraging clear communication, critical thinking, collaboration and reflection. Students also engage with literary and visual texts, including adapted works such as Around the World in 80 Days, to extend vocabulary and deepen intercultural understanding.

The course prepares students to work towards the DELF (Diplôme d'Études en Langue Française) examinations, providing internationally recognised certification of French proficiency and supporting future study, mobility and global opportunity.



2 Assessment Overview

Assessment is continuous across MY4 and MY5 and measured against the four IB MYP criteria:

A – Listening: understanding spoken French in everyday, academic and cultural contexts.

B – Reading: interpreting written, visual and literary texts.

C – Speaking: communicating ideas, opinions and presentations clearly in spoken French.

D – Writing: producing accurate functional, creative and formal written texts.

3 Beyond MYP

LStrong language skills are highly valued in today's globalised world, enhancing communication, cultural understanding, confidence and future employability.

Learning additional languages broadens perspectives and supports international mobility, while the MYP language acquisition programme prepares students for progression to IBDP Language B and continued linguistic development.

ENGLISH AS AN ADDITIONAL LANGUAGE

Middle Years Programme

MYP GUIDE: LANG ACQ

1 Syllabus Overview

Students develop practical communication skills in spoken and written English, building confidence in understanding and using the language across academic, social and global contexts.

Through themes such as opportunity, identity and belonging, health and wellbeing, globalisation, sustainability and personal appearance, students explore how language shapes meaning while strengthening reading, writing, listening and speaking with increasing accuracy and independence.

Assessment includes comprehension of written and spoken texts, structured and creative writing, presentations and discussions, encouraging clear communication, critical thinking, collaboration and reflection. Students learn to analyse audience, purpose and context, interpret media and cultural perspectives, and express ideas with clarity and confidence.

The course prepares students to achieve the level of English proficiency required to access the full IB Diploma Programme, and supports progression to further English language study within the IBDP framework.



2 Assessment Overview

Assessment is continuous across MY4 and MY5 and measured against the four IB MYP criteria:

A – Listening: understanding spoken English in everyday, academic and cultural contexts.

B – Reading: interpreting written, visual and literary texts.

C – Speaking: communicating ideas, opinions and presentations clearly in spoken English.

D – Writing: producing accurate functional, creative and formal written texts.

3 Beyond MYP

Strong English language skills are essential in a global academic environment, supporting confident communication, critical thinking and future study.

The MYP English Language Acquisition programme prepares students to access the full IB Diploma Programme, including subjects taught in English, and supports continued language development for international study and opportunity.

IGCSE FINE ART

Pearson Edexcel

SPECIFICATION LINKS: **4FA1**

1 Syllabus Overview

Fine Art is a creative course that enables students to explore, develop and communicate ideas through visual language. Through a personal portfolio and response to an externally set theme, students grow as independent, reflective learners while building confidence in their artistic voice.

Students investigate contemporary and historical sources and work across a range of approaches, including drawing, painting, sculpture, printmaking, mixed media and lens-based processes. Experimentation, reflection and critical analysis support the development of meaningful personal outcomes.

Students are assessed against four objectives:

- Developing ideas through investigation and contextual understanding
- Refining work through experimentation with media, materials and techniques
- Recording observations, ideas and insights
- Presenting a personal and meaningful final outcome

By the end of the course, students produce a coherent body of work demonstrating creativity, technical skill and critical understanding, providing strong preparation for further study in art, design and the creative industries.

2 Assessment Overview

1 - Personal Portfolio, 50%
Coursework

2 - Externally Set Assignment, 10 hours, 50%
Practical Examination



3 Beyond IGCSE

There are many possible careers paths including: Fashion design, Graphic design, Theatre designer, Interior design, Product design, Textiles design, Animator, Video Game Designer, Illustrator, Museum Curator, Photographer, Architecture, Ceramics, Advertising, Publishing, Fashion, and Media Journalism, Hair and Make-Up Design, Retail design, Exhibition design, Jewellery design, Artist, Visual media.

Transferable skills developed include problem solving, creative thinking, investigation, research, communication, teamwork, and the ability to develop, refine and present ideas.

Art studied for the MYP Certificate follows the IGCSE curriculum, but some content may be adapted. Assessment follows the MYP framework.

GCSE DESIGN & TECHNOLOGY

Pearson Edexcel

SPECIFICATION LINKS: **1DT0**

1 Syllabus Overview

Design and Technology (Polymers) is a creative and practical course in which students design and manufacture functional products using polymer materials.

Through a written examination and a substantial design-and-make project set from an exam board brief, students develop technical understanding, creativity and confident problem-solving skills.

Students specialise in thermoforming and thermosetting polymers such as acrylic, HIPS and polyester resin, exploring material properties, manufacturing processes and sustainability. Practical work includes techniques such as vacuum forming, line bending and laser cutting. Students are assessed on their ability to:

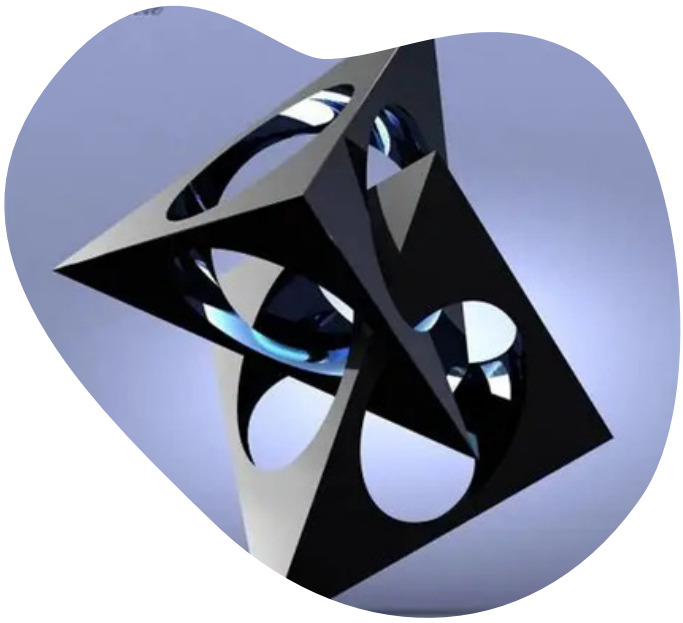
- Investigate and analyse design contexts, user needs and existing products
- Develop and refine creative design ideas using iterative processes
- Apply technical knowledge to manufacture a high-quality working prototype
- Evaluate design decisions, performance and sustainability

2 Assessment Overview

1 - Written Examination, 1hr 45min, 50%
Core content and Polymers

2 - Non-examined assessment, 50%
Project based on a contextual challenged released by the exam board a year before certification.

- Investigate
- Design
- Make
- Evaluate



3 Beyond IGCSE

Pathways beyond GCSE Design and Technology, including product and industrial design, engineering, architecture, interior and environmental design, exhibition and retail design, model making, and roles across manufacturing, technology and the wider creative industries.

Students develop highly transferable skills such as creative problem-solving, analytical and spatial thinking, research and investigation, effective communication and collaboration. They learn to develop, refine and present ideas with confidence, building a strong foundation for further study and future careers in design-led and technical fields.

Design studied for the MYP Certificate follows the GCSE curriculum, but some content may be adapted. Assessment follows the MYP framework.

MUSIC

MYP GUIDE:
ARTS

1 Syllabus Overview

Students develop musical understanding, creativity and performance skills through the exploration of diverse musical traditions, historical periods and contemporary styles. They investigate how music expresses emotion, identity and cultural connection, studying genres such as Blues, Western Classical music, Latin American traditions and Modernist experimentation.

Through listening, analysis, composition and performance, students build confidence as independent and collaborative musicians.

Assessment is based on the four IB MYP Music criteria: knowing and understanding music in context, developing ideas through composition and arrangement, performing with technical and expressive control, and reflecting on artistic choices and learning. Students create original compositions, adapt music in different styles, present research and perform both individually and in ensembles, using instruments, voice and music technology.

Students also have the opportunity to prepare for ABRSM practical and music theory examinations, enabling them to gain internationally recognised qualifications and further develop musical technique, literacy and performance confidence.



2 Assessment Overview

Assessment is continuous across MY4 and MY5 and based on the four IB criteria
A – Knowing and Understanding: music in historical and cultural context.
B – Developing Skills: creating and arranging original music.
C – Performing: demonstrating technical and expressive performance.
D – Responding: reflecting on musical choices and learning.
Skills are demonstrated through performances, compositions, presentations and reflections using instruments, voice and music technology.

3 Beyond GCSE

Music in the MYP builds creativity, discipline and confidence while developing strong performance and analytical skills. Students are supported in working towards ABRSM qualifications, gaining internationally recognised certification and a strong foundation for continued musical study within the IB Diploma Programme and beyond. Through listening, composing and performing, students develop critical thinking, creativity, musicianship and presentation skills valued by universities and future employers.

GCSE DRAMA

Pearson Edexcel

SPECIFICATION LINK: **1DR0**

1 Syllabus Overview

During the course students develop creative, collaborative and performance skills through practical exploration of theatre, performance texts and live productions. They learn to create, interpret and communicate meaning as performers, designers and informed audience members, while building confidence, imagination and reflective thinking.

Assessment is structured across three components: Devising, where students create and evaluate an original performance from a stimulus; Performance from Text, where students perform or design for extracts from a play; and Theatre Makers in Practice, a written examination exploring a set text and a live theatre production.

The course develops communication, creativity, collaboration and critical analysis, providing strong preparation for further study in drama and theatre. Alongside the GCSE, students also prepare for LAMDA performance qualifications, further strengthening their performance skills and confidence.

LAMDA

2 Assessment Overview

Component 1, Divising, 40%
Portfolio covering creating, developing, analysis and evaluation + performance realisation

Component 2, Performance from Text, 20%
Performance of two key extracts from a performance text

Component 3, Theatre Makers in Practice, Written exam, 105mins, 40%

- Questions relating to excerpts from the chosen text
- Live Theatre evaluation



3 Beyond GCSE

Studies show that universities highly value GCSE Drama as it increases confidence and performance skills across a wide range of areas; this is particularly true for courses such as Law, Events, Business and Psychology. Drama also forms part of many combined courses and pathways. GCSE Drama develops pupils' personal and interactive social skills which employers of all disciplines look for in a candidate.

Drama studied for the MYP Certificate follows the GCSE curriculum, but some content may be adapted. Assessment follows the MYP framework.

MY Courses 2026-28

Please note that courses in subjects outside the three core disciplines of English, Mathematics and Science will be run subject to sufficient interest and availability. All exam boards and specifications are in draft only and will be confirmed prior to courses commencing in September 2026. Families are advised not to purchase any supporting course materials until the courses and specifications have final confirmation.

Course	Exam Board	Specification Code
IGCSE Mathematics	Pearson Edexcel	4MA1
IGCSE English First Language	Pearson Edexcel	4EA1
IGCSE English Literature	Pearson Edexcel	4ET1
IGCSE Biology	Pearson Edexcel	4BI1
IGCSE Chemistry	Pearson Edexcel	4CH1
IGCSE Physics	Pearson Edexcel	4PH1
IGCSE Geography	Pearson Edexcel	4GE1
IGCSE History	Pearson Edexcel	4HI1
IGCSE Computer Science	Pearson Edexcel	4CP0
GCSE Physical Education	Pearson Edexcel	1PE0
Dutch Language and Literature	MYP	
Dutch Language Acquisition	CNaVT	
French Language Acquisition	DELF	
English as an Additional Language	MYP	
IGCSE Art and Design - Fine Art	Pearson Edexcel	4FA1
GCSE Design and Technology	Pearson Edexcel	1DT0
Music	ABRSM	
GCSE Drama	Pearson Edexcel Lamda	1DR0


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