

International GCSE

English Language

(9270) Specification



For teaching from September 2016 onwards

For exams May/June 2018 onwards

For teaching and examination outside
the United Kingdom

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at **oxfordaqa.com/9270**
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose OxfordAQA International GCSEs?

Our international qualifications enable schools that follow a British curriculum to benefit from the best education expertise in the United Kingdom (UK).

Our International GCSEs offer the same rigour and high quality as GCSEs in the UK and are relevant and appealing to students worldwide. They reflect a deep understanding of the needs of teachers and schools around the globe and are brought to you by Oxford University Press and AQA, the UK's leading awarding body.

Providing valid and reliable assessments, these qualifications are based on over 100 years of experience, academic research and international best practice. They have been independently validated as being to the same standard as the qualifications accredited by the UK examinations regulator, Ofqual. They reflect the latest changes to the British system, enabling students to progress to higher education with up-to-date qualifications.

You can find out about OxfordAQA at oxfordaqa.com

1.2 Why choose our International GCSE English Language?

We have worked closely with teachers to design our specification to inspire, challenge and motivate every student, no matter what their level of ability, while supporting you in developing creative and engaging lessons.

Our assessments have been designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are accessible to the full range of students.

This specification gives teachers freedom of choice in approaches to teaching and learning, whilst providing a rigorous summative assessment of students' skills and abilities.

The distinctly different reading tasks in Paper 1 and Paper 2 enable students to develop specific skills in inference, exploration, language analysis and deduction alongside the more general skills of selection, synthesis and organisation. The distinctive 'stepped' approach to reading in Paper 1 enables all students to engage with the texts. Students have the opportunity to produce planned, developed and sustained responses, with a choice of writing tasks in both examination papers.

The alternative non-exam assessment option to Paper 2 will appeal to students of all abilities who wish to pursue an individual interest or area of study. With its focus on independent research and learning, and the development of study skills, it provides an invaluable preparation for higher level study.

It offers excellent preparation for international AS and A-level English Language, as well as giving students a grounding in a wide variety of language that will stay with them for life.

You can find out about all our international GCSE English Language qualifications at oxfordaqa.com/english

1.3 Recognition

OxfordAQA meet the needs of international students. They are an international alternative and comparable in standard to the Ofqual regulated qualifications offered in the UK. Our qualifications have been independently benchmarked by UK ENIC, the UK national agency for providing expert opinion on qualifications worldwide. They have confirmed they can be considered 'comparable to the overall GCE A-level and GCSE standard offered in the UK'.

To read their report and see the latest list of universities who have stated they accept these international qualifications, visit oxfordaqa.com/recognition

1.4 The Oxford International Programme learner attributes

In order to equip students with the skills they need for success both now and in the future, we have worked with Oxford University Press to create the Oxford International Programme. This combines the Oxford International Curriculum with OxfordAQA qualifications, creating an integrated offer for international schools, from Early Years to A-level.

At its core we have introduced the Oxford International Programme learner attributes – the skills and competencies that enable our students to thrive academically, socially and personally.

The learner attributes, alongside our focus on demonstrating higher order critical thinking skills, ensure that students are equipped to get the grades that will take them places, and build the skills they need to be successful when they get there.



1.5 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials. That's why we've worked with experienced teachers to provide resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence
- training courses to help you deliver our qualifications
- student textbooks that have been checked and approved by us
- engaging worksheets and activities developed by teachers, for teachers.

Preparing for exams

You will have access to the support you need to prepare for our exams, including:

- specimen papers and mark schemes
- exemplar student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

After the first examination series, you can use this tool to see which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching.

Information about results, including maintaining standards over time, grade boundaries and our post-results services, will be available on our website in preparation for the first examination series.

Help and support

Visit our website for information, guidance, support and resources at oxfordaqa.com/9270

You can contact the subject team directly at info@oxfordaqa.com or call us on +44 (0)161 696 5995 (option 1 and then 1 again).

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm.

2 Specification at a glance

The title of the qualification is:

- OxfordAQA International GCSE English Language.

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Exams will be available May/June and in November.

The guided learning hours (GLH) for this qualification are 120. This figure is for guidance only and may vary according to local practice and the learner's prior experience of the subject.

2.1 Subject content

1. Literary non-fiction and composition (page 10)
2. Source-based reading and directed writing (page 10)
3. Non-exam assessment (page 10)
4. Speaking and listening (optional endorsement) (page 12)

2.2 Assessments

Speaking and listening (optional endorsement)	+	Paper 1: Literary non-fiction and composition
<p>What's assessed</p> <p>Each student will undertake one extended task, which will be a presentation or an interview with extended turns.</p>		<p>What's assessed</p> <p>Students answer all questions from Section A and answer one question from Section B.</p>
<p>How it's assessed</p> <p>Teacher assessed and AQA moderated</p>		<p>How it's assessed</p> <p>Written exam: 2 hours</p> <p>80 marks</p> <p>60% of International GCSE</p>
		<p>Questions</p> <p>Section A: Literary non-fiction (40 marks)</p> <p>Students will be given a single text for close study. The text will be divided into sections with questions. At least one question will relate to the whole text.</p> <p>Section B: Composition (40 marks)</p> <p>There will be three tasks from which students choose one: descriptive, imaginative, argumentative and/or discursive.</p>

+ Paper 2: Source-based reading and directed writing	OR Non-exam assessment project
<p>What's assessed</p> <p>Students answer all questions from Section A and answer one question from Section B.</p>	<p>What's assessed</p> <p>Students complete a written task and commentary.</p>
<p>How it's assessed</p> <p>Written exam: 2 hours</p> <p>80 marks</p> <p>40% of International GCSE</p>	<p>How it's assessed</p> <p>Non-exam assessment: teacher assessed and AQA moderated</p> <p>60 marks</p> <p>40% of International GCSE</p>
<p>Questions</p> <p>Section A: Reading (40 marks)</p> <p>The stimulus material will consist of 5–6 texts. Questions will be asked on individual texts and pairs of texts. At least one question will require students to consider two texts.</p> <p>Section B: Writing (40 marks)</p> <p>Writing will be linked with the reading sources from Section A and the focus of the writing task will be writing for audience and purpose. There will be a choice from two tasks.</p>	<p>Questions</p> <p>Students will carry out independent research and utilise their findings for a written task in which audience, purpose and form are specified. This will be assessed alongside a commentary produced by the student.</p> <p>Both reading and writing skills will be assessed in this project.</p>

3 Subject content

Our International GCSE English Language specification gives teachers freedom of choice in approaches to teaching and learning, whilst providing a rigorous summative assessment of students' skills and abilities in reading and writing through two distinctly different and challenging examination papers. The non-exam assessment project is an alternative option to Paper 2. With its focus on independent research and the development of study skills, it provides invaluable preparation for international A-level.

This specification has an optional endorsement for speaking and listening, which will enable students to show future employers and educational institutions that they have a proficiency in spoken English.

3.1 Literary non-fiction and composition

3.1.1 Section A

The passages for the reading section on Paper 1 will be literary non-fiction eg autobiography, biography, letters, memoir and travel/adventure writing.

3.1.2 Section B

The writing section will consist of three tasks from which students choose one: descriptive/imaginative/argumentative or discursive.

3.2 Source-based reading and directed writing

3.2.1 Section A

The reading texts for Paper 2 will relate to modern world themes and issues. Some of the texts may be brief or solely visual. Texts may be fiction or non-fiction.

3.2.2 Section B

The focus of the writing task will be writing for audience and purpose, which could be both multiple and diverse. The most successful responses will demonstrate the students' ability to respond to this demand.

3.3 Non-exam assessment

The aim of this unit is to develop the relevant reading, study, research, and writing skills as those required for the optional Paper 2, whilst allowing the opportunity for students to pursue individual interests. Although the NEA project is accessible to and interesting for students of all abilities, it offers potential for cross-curricular study and preparation for the independent learning required for study at a higher level.

Students will be required to show that they have read a range of core texts. Through their selection and development of information and ideas they will demonstrate sound understanding of content, an awareness of the purposes of the core texts, and the ability to synthesise information appropriately, and perhaps imaginatively, in order to address the given task. Their final written piece will be structured appropriately and communicated effectively and accurately, with due reference to purpose and audience.

The process

- Prior to their research students will be set a written task (see below). Students will carry out independent research relevant to the task. They should use at least five different sources for their research. These may be viewed online and may include: traditional research texts eg encyclopaedia, text book; literary texts eg novel, poem; non-fiction texts eg review, autobiography; media texts eg film, documentary; other sources deemed valid to the purpose of the research. In all cases, clear details of research resources and processes (eg note taking/highlighting) must be retained for later entry on the assignment *Candidate record form*.
- Students will write their assignment.
- Students will complete a *Candidate record form* in which they will give details of their research resources and processes and write a commentary on their completed assignment.

The task

Students will utilise their findings for a summative written task in which purpose and audience are specified. The task will be centre set, and may vary from student to student as appropriate to the chosen topic. It could, for example, relate to an area of academic study, a sport or interest, a famous person or organisation. Relevant diagrams and/or illustrations may be included. Where appropriate, a word limit may be set.

Examples of tasks are:

- An international conference is taking place on the causes and consequences of global warming and the organisers are keen to represent the views of young people at the conference. Write a letter to the organisers in which you discuss the causes of global warming and the consequences for your generation, and propose viable solutions which you would like to be considered at the meeting.
- Minster Business Centres is a rapidly growing organisation which promotes the wider use of technology by its clients. Write an article for its monthly magazine in which you discuss the various aspects of designing, maintaining and developing an effective website and the benefits to be gained from this. Your aim is to inform, educate and persuade your readers.
- The proposition in a radio debate to be voted on by members of the public is: 'Bill Gates is a true hero of our times'. Write the opening speech either supporting or opposing this proposition. Your aim is to persuade your listeners so factual accuracy, logical consistency and some degree of emotional appeal will be important elements in the success of your speech.

The Candidate Record Form

Completion of the *Candidate record form* by the student is an important feature of the assignment and will be considered in the assessment.

Students are required to:

- give details of all their sources, sufficient to enable a moderator to access them. They must include details of at least five sources
- explain how and why they chose their sources and the process(es) they used for gathering relevant information and ideas eg note making, annotation, highlighting. They must include one example of their note-making method
- write a commentary on their final assignment. This should focus on their reasons for including or rejecting collated information and ideas, how and why they organised their writing in a specific way and specific presentational and/or stylistic features they adopted to achieve their purpose.

Summary of assessment

The completed non-exam assessment project and *Candidate record form* will be centre assessed for both reading and writing.

3.4 Speaking and listening (optional endorsement)

Speaking and listening will be an optional endorsement to the international GCSE English Language specification. It will carry a separate statement on the student's certificate for international GCSE English Language. This means students will be able to show future employers and educational institutions that they have a proficiency in spoken English.

Students must undertake a prepared spoken presentation on a specific topic. As a guide, the duration should be no more than ten minutes. The key requirements are:

- Presentations must be formal but may take a wide variety of forms, including talks, debates, speeches and dialogues.
- Students must identify the subject for their presentations in advance and agree it with their teacher.
- Presentations must be planned and organised. Students should be advised that lack of preparation is likely to prevent access to the criteria for the higher grades.
- Students may use pre-prepared notes, power-point etc to assist them during their presentations but this is not a requirement.
- As part of, or following, the presentation, students must listen to and respond appropriately to questions and feedback.

Some Possible tasks

The topic chosen can be an integral part of ongoing work in international GCSE English. If the candidate is entered for the optional written non-exam assessment project, then the topic could naturally be part of this, with the speaking and listening element a central part of the candidate's preparation for the written submission.

There can be no hard and fast rules about how long a presentation should take. No presentation plus questions should take more than 10 minutes. The average is usually somewhere between 5–8 minutes.

Example 1

Your local government representative is soon to take part in a national conference on the causes and consequences of climate change and is keen to represent the views of young people at the conference.

You make a speech to a group of your peers outlining the fact that you are going to be lobbying your representative on global warming and indicating to your peers your initial ideas.

Example 2

On a current affairs television programme you are invited to speak about whether or not your country should bid to host an international sporting event, such as the Olympics, World Cup etc. You give your extended uninterrupted presentation, before facing questions from an audience. (Note that it is possible for this task to be set up so that there could be a panel of contributors, followed by debate and questions. This would then allow more than one student to be assessed.)

Example 3

As part of their work in reading students could be encouraged to choose a novel (or play/poem) which they think should be read by a wider audience. They then present their chosen text to their audience, with the aim of encouraging them to read it. (Note that this can work equally well for a film or television programme.)

Example 4

Students could be asked to consider the role of new/social media in their lives and in the world as a whole. They could then take part in a debate, arguing whether or not there should be controls (national and or parental) on how social media operate.

Example 5

Students can be asked to present on a topic which is close to their own personal lives and interests. This could involve such things as travel, hobbies, sport and/or music which they actively participate in, an aspect of their local community etc.

Example 6

Any of the above could be presented in the form of an interview. This would normally be done by the teacher to ensure that the questions have enough substance. The student must give extended answers, which will have involved some preparation and which will require structuring.

4 Scheme of assessment

Find mark schemes, and specimen papers for new courses, on our website at [oxfordaqa.com/9270](https://www.oxfordaqa.com/9270)

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

Our international GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June and November for the life of the specification.

All materials are available in English only.

Our international GCSE exams in English Language include questions that allow students to demonstrate their ability to:

- provide extended responses
- to draw together different areas of knowledge, skills and/or understanding from across a full course of study for this qualification.

4.1 Aims and learning outcomes

Our international GCSE in English Language should encourage students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It should encourage students to develop their curiosity about the living world, enable students to engage with English language in their everyday lives in order to make informed choices about further study in English language and related disciplines.

Our international GCSE in English Language should enable students to:

- demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately
- express themselves creatively and imaginatively
- understand the patterns, structures and conventions of written and spoken English
- select and adapt speech and writing to different situations and audiences
- become critical readers of a range of texts, including multi-modal texts
- use reading to gain access to knowledge and to develop their own skills as writers connect ideas, themes and issues, drawing on a range of texts.

4.2 Assessment Objectives

The exams will measure how students have achieved the following Assessment Objectives.

AO1: Reading

R1: Read and understand texts, selecting and utilising material appropriate to purpose.

R2: Collate and synthesise detail from one or more sources, making cross-references and comparisons as appropriate.

R3: Develop and sustain interpretations of writers' ideas and perspectives.

R4: Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

AO2: Writing

W1: Communicate clearly, effectively and imaginatively; use and adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader.

W2: Use a range of sentence structures for clarity, purpose and effect.

W3: Organise information and ideas into sentences, paragraphs and whole texts; use a variety of linguistic and structural features to support cohesion and overall coherence.

W4: Demonstrate technical accuracy in grammar, punctuation and spelling.

AO3: Speaking and Listening (optional endorsement)

SL1: Communicate clearly and purposefully; structure and sustain talk, and use a variety of techniques as appropriate.

SL2: Prepare and develop ideas and concepts; listen and respond to questions about these.

SL3: Interact with others, shaping meanings through comments, responses to questions and drawing ideas together.

4.2.1 Assessment Objective weightings

Assessment Objectives (AOs)	Component weightings (approx %)		Overall weighting of AOs (approx %)
	Paper 1	Paper 2/NEA	
AO1	30	20	50
AO2	30	20	50
AO3	0	0	0
Overall weighting of components (%)	60	40	100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	80	1.5	120
Paper 2	80	1	80
Non-exam assessment	60	1.33	80
Total scaled mark:			200

4.4 Assessment criteria

Non-exam assessment marking criteria: Reading

Band 6 26–30 marks 'sophisticated', 'impressive', 'independent'	Student demonstrates: <ul style="list-style-type: none"> impressive knowledge and breadth of reading; perceptive and challenging sophisticated and independent integration and adaptation of source information impressive condensing and extrapolating from material to serve audience and purpose explanation, example and commentary to show sophisticated and independent command of the reading and research processes five sources cited on <i>Candidate record form</i>.
Band 5 21–25 marks 'substantial', 'assured', 'independent'	Student demonstrates: <ul style="list-style-type: none"> substantial knowledge and reading assured and independent integration of source information assured summarising/analysing/interpreting of material to serve audience and purpose explanation, example and commentary to show assured and independent grasp of the reading and research processes five sources cited on <i>Candidate record form</i>.
Band 4 16–20 marks 'clear', 'effective'	Student demonstrates: <ul style="list-style-type: none"> variety in range of relevant information clear and effective use of source information clear understanding and explanation of material to serve audience and purpose explanation, example and commentary to show clear understanding of the reading and research processes five sources cited on <i>Candidate record form</i>.

<p>Band 3</p> <p>11–15 marks</p> <p>‘appropriate’,</p> <p>‘aware’</p>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • a range of relevant information • appropriate selection of source information • understanding of material to serve audience and purpose • explanation and commentary to show awareness of reading and research as processes • five sources cited on <i>Candidate record form</i>.
<p>Band 2</p> <p>6–10 marks</p> <p>‘some’</p>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • some relevant information • some use of source information • some understanding of material to serve audience and/or purpose • some attempt at explanation or commentary on reading and research • five sources cited on <i>Candidate record form</i>.
<p>Band 1</p> <p>1–5 marks</p> <p>‘little to no’</p>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • little to no information • little to no evidence of source(s) • little to no understanding of material for audience and purpose • little or no comment on reading or research • five sources cited on <i>Candidate record form</i>.
<p>0 marks</p>	<p>Nothing worthy of credit.</p>

Non-exam assessment marking criteria: Writing

<p>Band 6</p> <p>26–30 marks</p> <p>‘compelling’</p>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> communication in a convincing and/or compelling way, fully engaging the reader with sustained personal voice and delightful/mature vocabulary choices use of a variety of structural features to enhance their writing as appropriate clear and controlled manipulation of sentence structures for effect high level of grammatical security, with high level of accuracy in spelling and a range of punctuation used appropriately and effectively explanation, example and commentary to show sophisticated and independent command of the writing process.
<p>Band 5</p> <p>21–25 marks</p> <p>‘effective’</p>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> communication effectively most of the time with detailed and developed ideas, and evidence of sophisticated vocabulary and phrasing; beginning to manipulate the reader’s response coherent structure with some fluent linking of paragraphs a wide range of sentence structures used effectively secure spelling and punctuation, with commas used accurately and effectively with increasing competence in the use of sophisticated punctuation explanation, example and commentary to show assured and independent grasp of the writing process.
<p>Band 4</p> <p>16–20 marks</p> <p>‘clear and secure’</p>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> communication that clearly engages the audience through conscious selection of detail to suit purpose and selection of vocabulary for effect, with discourse markers integrated and used to facilitate organisation evidence of deliberate structure (which may be chronological) perhaps through repetition, a timeline, contrast or the overall linking of the various parts; paragraphs are usually developed, coherent and consciously linked varied sentence structures, general grammatical security and, at times, effectiveness generally secure spelling of simple and commonly used complex words and plurals generally secure sentence demarcation with increasing accuracy in the use of commas and punctuation to clarify meaning explanation, example and commentary to show clear understanding of the writing process.

<p>Band 3</p> <p>11–15 marks</p> <p>‘begins to engage’</p>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> communication which begins to engage the audience so that ideas can be followed without difficulty; sustained awareness of purpose and audience with some deliberate selection of vocabulary for effect logically sequenced ideas with some conscious control of paragraphing usually marking a shift in focus (paragraphs may be tabloid or over-extended at times) conscious variation of sentence structures with (for example) short sentences or exclamations for effect, rhetorical questions, or in complex sentences linked with appropriate discourse markers. Variation is unlikely to be sustained; may be some lack of control and grammatical insecurity accuracy in spelling of some more complex words and plurals; some accuracy in, and appropriate use of, a wider range of punctuation which begins to clarify meaning explanation and commentary show awareness of writing as a process.
<p>Band 2</p> <p>6–10 marks</p> <p>‘occasional success’</p>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> communication which is at times clear, with occasional awareness of purpose and audience, with generally simple vocabulary and occasional appropriate use of more complex words occasional sequencing of ideas in logical order, with paragraphs spasmodically/randomly used or occasional appropriate paragraph starts occasional conscious control of sentence structures; use of simple and compound sentences with occasional complex sentences; some grammatical insecurity accuracy in spelling of commonly used words; full stops and capital letters are usually used accurately with occasional accurate use of other punctuation marks some attempt at explanation or commentary on writing.
<p>Band 1</p> <p>1–5 marks</p> <p>‘some attempt’</p>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> communication of some relevant meaning some ideas placed in order some attempts to organise ideas into sentences; some conscious separation of ideas for clarity some accuracy in spelling of simple words; occasional accuracy in punctuation demonstrated through the sometimes correct use of capital letters for names or at the start of sentences, with occasional use of full stops little or no comment about writing.
<p>0 marks</p>	<p>Nothing worthy of credit.</p>

Speaking and listening assessment criteria (optional endorsement)

1. No marks will be assigned to a student's performance – it will be assessed holistically as a grade, using a 'competency' basis on criteria which are provided below. Competency means that a student must hit all the criteria in one grade before moving on to the next. Students who do not reach the Pass standard must be recorded as Not Classified.
2. The criteria below describe typical performance, using the following basic principles of presentational spoken language:
 - the need to prepare for what you are going to say
 - the need to be heard and understood
 - the need to have ideas and concepts – the content of the talk
 - the need to have interactive strategies to engage with and help your audience – the structure and rhetoric of your talk
 - the need to use spoken English effectively – the appropriateness of vocabulary and formality to the nature of your talk.
3. Audience can be one person or more.
4. This is an international qualification, so students will use international varieties of English.

Pass	Merit	Distinction
<p>The student:</p> <ul style="list-style-type: none"> • prepares for their talk • is audible and intelligible • expresses straightforward ideas/information/feelings • makes an attempt to organise and structure their talk • makes an attempt to interact with the audience • listens to questions/feedback and provides an appropriate response in a straightforward manner • generally uses appropriate spoken English. 	<p>The student:</p> <ul style="list-style-type: none"> • expresses challenging ideas/information/feelings • organises and structures their talk clearly and appropriately • interacts with and engages with the audience • listens to questions/feedback responding in some detail • demonstrates confident use of spoken English using a range of vocabulary. 	<p>The student:</p> <ul style="list-style-type: none"> • expresses sophisticated ideas/information/feelings • organises and structures their talk using an effective range of strategies to engage the audience • listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information • demonstrates assured and flexible use of spoken English using a sophisticated repertoire of vocabulary.

5 Non-exam assessment (NEA)

Non-exam assessment (NEA) refers to the coursework elements of this specification. This specification contains the following non-exam assessment:

Students will carry out independent research and utilise their findings for a written task in which audience, purpose and form are specified. This will be assessed alongside a commentary produced by the student.

We are committed to working with schools to deliver non-exam assessments of the highest quality and have developed practices and procedures that support this aim. We will maintain those same high standards through their use for OxfordAQA Exams.

For more information on the administration of the non-exam assessment, please refer to the Non-exam assessment guidance section on the exams administration page of our website at **[oxfordaqa.com/exams-administration](https://www.oxfordaqa.com/exams-administration)**

Please refer to the NEA Teacher Guidance in the Teacher Guidance section of the International GCSE English Language page on our website at

6 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures that support this aim. To ensure that all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. This is published through the Joint Council for Qualifications (JCQ). We will maintain the same high standard through their use for OxfordAQA Exams.

More information on all aspects of administration is available at oxfordaqa.com/exams-administration

For any immediate enquiries please contact info@oxfordaqa.com

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm local time.

6.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Qualification title	OxfordAQA Exams entry code
OxfordAQA International GCSE English Language	English Language (Written Option) – 9270W
	English Language (Coursework Option) – 9270C
	English Language (Written Option) with Endorsement – 9270WE
	English Language (Coursework Option) with Endorsement – 9270CE

Please check the current version of the Entry Codes book and the latest information about making entries on oxfordaqa.com/exams-administration

Exams will be available May/June and in November.

6.2 Overlaps with other qualifications

This specification overlaps with the AQA UK GCSE in English Language (8700).

6.3 Awarding grades and reporting results

In line with UK GCSEs, this qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

To find out more about the new grading system, visit our website at oxfordaqa.com

6.4 Re-sits

Candidates can re-take the whole qualification as many times as they wish. This is a traditional linear specification, individual components cannot be re-sat.

Non-exam assessment marks (NEA) can be carried forward for the life time of the specification.

You only need to make one entry for each qualification – this will cover all the question papers and certification.

6.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools.

6.6 Access to assessment: equality and inclusion

Our general qualifications are designed to prepare students for a wide range of occupations and further study whilst assessing a wide range of competences.

The subject criteria have been assessed to ensure they test specific competences. The skills or knowledge required do not disadvantage particular groups of students.

Exam access arrangements are available for students with disabilities and special educational needs.

We comply with the *UK Equality Act 2010* to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student. Information about access arrangements will be issued to schools when they become OxfordAQA centres.

6.7 Working with OxfordAQA for the first time

You will need to apply to become an OxfordAQA centre to offer our specifications to your students. Find out how at oxfordaqa.com/centreapprovals

6.8 Private candidates

Centres may accept private candidates for examined units/components only with the prior agreement of OxfordAQA. If you are an approved OxfordAQA centre and wish to accept private candidates, please contact OxfordAQA at: info@oxfordaqa.com

Private candidates may also enter for examined only units/components via the British Council; please contact your local British Council office for details.

Fairness *first*

Thank you for choosing OxfordAQA,
the international exam board that puts
fairness first.

Benchmarked to UK standards, our
exams only ever test subject ability, not
language skills or cultural knowledge.

This gives every student the best
possible chance to show what they can
do and get the results they deserve.



Get in touch

You can contact us at
oxfordaqa.com/contact-us

or email *info@oxfordaqa.com*