

International **GCSE Plus** **Endorsement**

Specification



For teaching from September 2018 onwards

For first assessment from 2019

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/gcseplus
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose OxfordAQA for International GCSEs?

Our new 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 What is International GCSE Plus?

International GCSE Plus is an optional component in the popular OxfordAQA International GCSEs.

When you choose an OxfordAQA International GCSE your students have the opportunity to go beyond the curriculum covered in the subject by completing a student-led, research-based piece of extended, analytic work for which they will receive an extra endorsement on their certificate if they pass. This endorsement is reported as a separate grade (Pass, Merit, Distinction). It does not contribute to the result of the overall GCSE.

International GCSE Plus helps students prepare for their next stage of education by fostering creativity, initiative and independent learning, as well as developing higher-level concepts and skills and creativity in the subjects they are most interested in – without requiring them to take an additional International GCSE qualification.

This makes International GCSE Plus flexible and easy to integrate into your curriculum, enabling your school or college to demonstrate its commitment to preparing pupils for success at Key Stage 5 and beyond.

International GCSE Plus will develop and extend from one of the student's study areas. It will be based on a topic chosen by the student and agreed as appropriate by the school or college. This topic will either be one that (a) the student is studying as part of one of their International GCSEs, and that they develop in a new direction, or (b) is not studied as part of one of their International GCSEs but is clearly an established area of one of the subjects they are studying. Please see the teaching guidance for examples of topics. Students are free to take more than one International GCSE Plus but it is recommended that, over the course of two years of GCSE study, no more than five International GCSE Plus endorsements be completed.

Delivery of International GCSE Plus will involve some teaching of the skills necessary to complete it and will require the supervision and assessment of the student's progress. It will involve independent work by the student and a total of 30 guided learning hours, 10 of which will be taught. (Note: a student who completes more than one International GCSE Plus does not need to go through the taught element more than once).

Students are required, with appropriate supervision, to:

- choose an area of interest that either (a) expands upon an aspect of an International GCSE specification that the student is studying or (b) is clearly an established area of one of the subjects being studied but is not featured in the curriculum/course
- draft a title, aims and a plan for formal approval by the school or college
- conduct relevant research
- produce an appropriately referenced, 2,000-word written report that clearly addresses the title/aims
- conduct a review of the organisation, research and written report
- provide evidence of progress throughout the work in the form of a *Progress diary*.
- For MFL subjects, for any content provided in a language other than English, an authenticated translation to English must be provided.
- All written evidence, including the report and completed Progress diary should be in English.

You can find out about our International GCSE Plus endorsement at oxfordaqa.com/gcseplus

1.3 What are the learning outcomes of International GCSE Plus?

The student will:

- identify, plan and complete a piece of extended and analytic work, applying a range of organisational skills and strategies to meet agreed objectives
- obtain, critically select and use information from a range of sources
- analyse and synthesise data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- present evidenced outcomes and conclusions in appropriate format
- select and use a range of skills, solve problems, and take decisions critically, creatively and flexibly, to achieve planned outcomes
- evaluate outcomes relating to the organisation of the work, the research and the written report.

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 deliver International GCSE Plus.

Teaching resources

You will have access to:

- a sample scheme of work to help you teach the taught skills element
- exemplar titles
- an exemplar *Progress diary* and written report for each grade
- teacher guidance notes to give you the essential information you need to deliver International GCSE Plus
- training support to help you deliver International GCSE Plus.

Preparing for assessment

You will have access to the support you need to prepare for assessment, including exemplar standardisation work.

Help and support

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

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 Teaching, supervising and assessing International GCSE Plus

International GCSE Plus will require the teaching of relevant planning, researching, report-writing and higher-level concepts and skills. It will involve students completing a piece of independent work. This work will be guided and overseen by the student's supervisor, monitored by the centre coordinator and assessed internally by the school or college.

2.1 Aims

International GCSE Plus offers opportunities for students to:

- develop and improve their own learning and performance as inquisitive and independent students
- be inspired by new areas and/or methods of study
- plan and review their own learning; supporting the experiential learning process
- use their learning experiences to support their personal aspirations for further study and career development.

2.2 The taught element of International GCSE Plus

International GCSE Plus will require the teaching of the necessary skills over the course of 10 guided learning hours. These skills are generic and have to be taught only once, regardless of the number of International GCSE Plus endorsements undertaken. The remaining 20 hours are allocated for the student's independent work and the individual supervision and guidance received.

The taught element should include:

- planning and management skills, including the importance and process of selecting an appropriate area of study
- research skills including the ability to search for and critically select suitable sources of information in the chosen subject area
- appropriate referencing and bibliography skills and the avoidance of plagiarism
- the format and structure of the accepted form of an academic research report
- higher-level concepts and skills, eg analysis, synthesis, evaluation and the drawing of appropriate conclusions
- evaluation/review skills including analysing the strengths and weaknesses of the process and outcome.

Further information on the taught element is provided in the scheme of work and teaching guidance.

2.3 The International GCSE Plus process

Student

The student will develop an initial idea that he/she wishes to carry out and discuss this with a supervisor.

Students will then:

- carry out research to enable them to sufficiently develop aims and objectives to make a formal proposal
- document their progress on an on-going basis in the *Progress diary*
- meet with the supervisor on a regular basis to discuss progress and issues
- produce an appropriately referenced 2,000-word written report that achieves the aims and objectives they set themselves
- review the organisation of the work, the research and the written report.
- For MFL subjects, for any content provided in a language other than English, an authenticated translation to English must be provided.
- All written evidence, including the report and completed Progress diary should be in English.

Supervisor

The school or college will allocate a supervisor to each student. It is advised that the number of students allocated to each supervisor should take into account the supervisor's other commitments. It is recommended that the supervisor should be either (a) the student's teacher in the relevant GCSE or (b) another teacher of the same subject.

Supervisors will:

- meet with the student to discuss initial ideas
- formally comment on the student's proposal (using the criteria in Section 2.4)
- meet with the student on a regular basis to discuss progress and issues
- assess the student's work holistically, applying the assessment objectives
- endorse each student's *Progress diary* by signing the appropriate sections including:
 - a declaration that the evidence submitted for assessment is the unaided work of the student
 - a confirmation that no work assessed for International GCSE Plus is also to be submitted, or has been submitted, for any other qualification(s).

Centre coordinator

Each school and college is required to appoint an appropriate centre coordinator who will be responsible to OxfordAQA for all International GCSE Plus submissions from the school/college:

The centre coordinator will:

- develop staff understanding of the requirements of International GCSE Plus and the school or college's relevant assessment policies and procedures
- approve the suitability of all proposals

Please note that it is possible for the centre coordinator to also act as a supervisor. If this is the case a

senior colleague should counter-sign the proposal

- quality assure standards of internal assessment
- meet administrative requirements (both internal and external)
- review and evaluate assessment practice including feedback from OxfordAQA.

2.4 Assessing the potential of a proposal

The supervisor assesses the student's proposal against the following checklist:

1. Does the proposed title and action allow the student to (a) expand upon an aspect or aspects of the specification content covered in the associated International GCSE, (b) explore a topic not part of the relevant specification but which is clearly an established area of the subject?
2. Is the proposed title and action clear and focused on an issue which can be managed within the timescale, available resources and word count?
3. Will the proposed title and action allow the student to access the higher-level concepts and skills such as planning, research, analysis, synthesis and evaluation, rather than simply describe and narrate?
4. Does the supervisor have any concerns regarding the feasibility of the proposal?

Once the supervisor has assessed the proposal he/she passes it to the coordinator for approval.

2.5 Ethics

Ethical research requires: safety of individuals; respect for the privacy of individuals and institutions; protection of the confidentiality of research data; awareness of cultural, religious, gender and other relevant differences within the research population in the planning, conducting and reporting of work; and the use of sound evidence as the basis for research findings and judgements.

2.6 Health, safety and risk assessment

Safety is an overriding requirement for all practical work. Schools are responsible for ensuring that appropriate safety procedures are followed whenever their students undertake practical work, and should carry out full risk assessments.

2.7 Assessing International GCSE Plus

2.7.1 Assessment evidence

The evidence for assessment will comprise the following:

- The completed *Progress diary* (including the *Candidate record form* and *Proposal record*).
- A 2,000-word written report, in an appropriate format, and any other evidence, as appropriate, depending on the topic or subject chosen.

2.7.2 Assessment Objectives

International GCSE Plus is graded according to four assessment objectives (AOs), which are each comprised of a number of strands. AO1, AO2 and AO3 are each divided into three strands. AO4 has a single strand.

	Assessment Objectives	Weighting
AO1	Organisation Use appropriate guidance and a range of methods to develop and implement a proposal by: <ol style="list-style-type: none"> i. establishing appropriate aims and objectives ii. planning the work iii. managing the process, taking appropriate decisions where necessary. 	30%
AO2	Research Given the nature of the proposal, undertake appropriate research by: <ol style="list-style-type: none"> i. selecting information from a range of sources ii. taking a critical approach to sources iii. analysing information. 	30%
AO3	Realisation Produce a 2,000-word written report that achieves agreed aims and objectives by: <ol style="list-style-type: none"> i. synthesising the research by identifying relevant links and connections ii. drawing pertinent and well-supported conclusions iii. being appropriately presented and referenced. 	30%
AO4	Review Evaluate outcomes by: <ol style="list-style-type: none"> i. analysing the strengths and weaknesses of the organisation, the research and the report. 	10%

2.7.3 Grading process

International GCSE Plus is graded by the supervisor who should receive sufficient training and guidance from the centre coordinator to enable him/her to do this to the correct standard.

International GCSE Plus is graded once and only when all work has been submitted by the student. No drafts should be graded and returned to the student.

When grading International GCSE Plus a supervisor must consider all available evidence, including the *Progress diary* and the 2,000-word written report.

To determine an overall grade for International GCSE Plus a supervisor should follow the steps below.

Step 1: For each strand of each AO (labelled with i, ii or iii below) rate the work on a scale of 0–3 by selecting the appropriate performance descriptor. Then, add together the scores for all ten strands. This will give you an overall score out of 30.

		Performance descriptor			
		3	2	1	0
AO1 – Organisation	i	Aims and objectives are clear and precise.	Aims and objectives are clear but some precision may be lacking.	Aims and objectives are communicated in broad statements.	Aims and objectives are not effectively communicated.
	ii	The work is planned in a detailed and strategic way.	The work is planned in a detailed way with some evidence of a strategic approach.	The work is planned in some detail but there is little evidence of a strategic approach.	Planning lacks detail and strategy.
	iii	The process is managed effectively, with appropriate decisions taken throughout.	The process is managed effectively, with some appropriate decisions taken.	The process is managed effectively at times but with few appropriate decisions taken.	The process is managed ineffectively.

		Performance descriptor			
		3	2	1	0
AO2 – Research	i	Detailed information is selected from a range of appropriate sources.	Information is selected from a range of appropriate sources.	Information is selected from a limited range of sources that may not always be appropriate.	The selection of information from sources is insufficient.
	ii	A critical approach to sources is taken throughout.	A critical approach to sources is sometimes taken.	A critical approach to sources is sometimes taken but may be basic.	A critical approach to sources is lacking.
	iii	Information is analysed in a rigorous and purposeful way.	Information is analysed in a purposeful way but there may be a few gaps.	Information is analysed but there may be gaps and flaws.	Information is not analysed sufficiently.

		Performance descriptor			
		3	2	1	0
AO3 – Realisation	i	The report synthesises the research in a highly effective way by identifying many relevant links and connections.	The report synthesises the research in an effective way by identifying some relevant links and connections.	The report synthesises the research, but not always effectively, identifying only a few relevant links and connections.	The report fails to synthesise the research as no relevant links and connections are identified.
	ii	Conclusions drawn are sophisticated, well-supported and directly related to the aims and objectives.	Conclusions drawn are supported and directly related to the aims and objectives.	Conclusions drawn are sometimes supported and related to the aims and objectives.	Conclusions drawn are not supported and/or fail to relate to the aims and objectives.
	iii	The report is presented in an organised and effective way, with appropriate referencing throughout.	The report is presented in an organised way, with appropriate referencing.	The report is presented in a somewhat organised way with referencing that is not always appropriate.	The report lacks organisation and referencing is either absent or inappropriate.

		Performance descriptor			
		3	2	1	0
AO4 – Review	i	Strengths and weaknesses of all three elements of the work are analysed in a detailed way.	Strengths and weaknesses of some elements of the work are analysed in a detailed way.	Strengths and weaknesses of some elements of the work are analysed, but may lack detail.	Strengths and weaknesses are not analysed appropriately.

Step 2: Using the overall score determined in Step 1 and the table below, calculate the overall grade.

Score out of 30	Grade
26–30	Distinction
16–25	Merit
10–15	Pass
0–9	No grade

Additional guidance:

- A report of inappropriate length (either insufficient or excessive) is limited to a maximum overall grade of Merit.
- A report that achieves a score of zero on any strand must be awarded an overall **No grade**.

3 International GCSE Plus administration

3.1 Supervision and authentication of work

OxfordAQA requires that:

- **students** must sign the *Candidate record form* to confirm that the work submitted is their own
- **supervisors** who have graded a student's work must sign the declaration of authentication on the *Candidate record form*. This is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by this specification
- **supervisors** must ensure that a *Candidate record form* is attached to each student's work.

Students must have sufficient direct supervision to ensure that the work submitted can be confidently authenticated as their own. This means that you must review the progress of the work during research, planning and throughout its production to see how it evolves.

Supervisors may provide guidance and support to students so that they are clear about the requirements of International GCSE Plus and the assessment criteria on which the work will be judged. Supervisors may also provide guidance to students on the suitability of their proposal, particularly if it means they will not meet the requirements of the assessment criteria.

In schools where supervisors are familiar with candidates' other work, the supervisor should be sufficiently aware of a student's standard and level of work to appreciate if the work submitted is beyond the ability of the student. Where this is not the case, centre coordinators should make sure that the work is completed under closer supervision.

If it is believed that a student has received additional assistance and that this is acceptable within the guidelines for the specification, the supervisor should award a grade which represents the student's unaided achievement. The authentication statement should be signed and information given.

If the supervisor is unable to sign the authentication statement for a particular candidate, then the student's work cannot be accepted for assessment.

3.2 Avoiding malpractice

Please inform your students of the OxfordAQA regulations concerning malpractice. They must **not**:

- submit work which is not their own
- lend work to other students
- allow other students access to, or the use of, their own independently-sourced source material (this does not mean that students may not lend their books to another student, but students should be prevented from plagiarising other students' research)
- include work copied directly from books, the internet or other sources without acknowledgement and attribution
- submit work that is word-processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material.

These actions constitute malpractice and a penalty will be given (for example, disqualification).

If you identify malpractice before the student signs the declaration of authentication, you don't need to report it to us. Please

deal with it in accordance with your school or college's internal procedures. We expect schools to treat such cases very seriously.

If you identify malpractice after the student has signed the declaration of authentication, the head of your school or college must submit full details of the case to us at the earliest opportunity. Please complete the form JCC/M1, available from the JCC website at jcq.org.uk

You must record details of any work which is not the student's own on the front of the *Candidate record form*.

You should consult your exams officer about these procedures.

3.3 Teacher standardisation

We will provide support for using the assessment criteria through teacher standardisation.

For further information about teacher standardisation visit our website at oxfordaqa.com/gcseplus

In the following situations teacher standardisation is essential. We will send you an invitation to complete teacher standardisation if:

- verification from the previous year indicates a serious misinterpretation of the requirements
- your school or college is new to this specification.

For further support and advice please speak to your adviser. Email your subject team at gcseplus@oxfordaqa.com for details of your adviser.

3.4 Internal standardisation

Centre coordinators must standardise grading within the school or college to ensure that there are consistent grading standards for all students. The centre coordinator must sign the *Centre declaration sheet* to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all supervisors assessing some trial pieces of work and identifying differences in grading standards
- discussing any differences in assessment at a training meeting for all supervisors
- referring to reference and archive material such as examples from OxfordAQA's standardisation meeting.

Other valid approaches are permissible.

3.5 Annotating

Supervisors must show clearly how the grades have been awarded in relation to the grading process defined in the specification. This annotation will help the verifier to see as precisely as possible where the supervisor considers that the student has met the assessment criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation
- summative comments on the work, referencing sections of the work.

3.6 Submitting grades

You must check that the correct scores and grades are written on the *Candidate record form*.

The deadline for submitting the grade for each student is given at oxfordaqa.com

3.7 Keeping the students' work

Students' work must be kept under secure conditions from the time that it is graded, with completed *Candidate record forms*, until after the publication of results.

3.8 Verification

An OxfordAQA verifier will check a sample of your students' work. You must provide the sample by the specified date given at oxfordaqa.com

The sample is selected by the centre. You should select the sample following the guidance shown in Table 1 and its footnotes.

Table 1 – Sample sizes

Number of students at centre	Total number of students in sample	Minimum number of students at each grade (D, M, P) †
15 or fewer	All students	5 ‡
Over 15	15	5 §

† All students at a grade if the centre has fewer than the stated minimum. Students assessed as **Not Classified** should *not* be included.

‡ For example, if a centre has 7 D students, 5 M students and 3 P students, all of these students will be in the sample (to make the total sample size 15).

§ For example:

- if a centre has 10 D students, 7 M students and 2 P students, the sample will consist of 5 of the D students, 5 of the M students and both of the P students, with 3 additional students (from D and/or M) to make the overall sample up to 15
- if a centre has no D students, 3 M students and 20 P students, the sample will consist of all of the M students and 12 of the P students.

The verifier appointed by OxfordAQA will check some or all of the assessments in the centre's sample and there may be a statistical analysis of the centre's assessments. However, no changes will be made.

3.9 After verification

Your students' work will not be returned to you after the assessment period and you will not receive a report on the endorsement when the results are issued.

If there are concerns as a result of monitoring, the centre will be provided with additional support in the following academic year. In the future, this may lead to enhanced monitoring arrangements which may include an earlier deadline for submission of assessments or a requirement to submit assessments for all students. In this case, OxfordAQA will reserve the right to issue amended grades for the endorsement.

4 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.

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.

4.1 Entries and codes

You will need to make one entry for each International GCSE Plus endorsement the student undertakes. The entry will include both the GCSE Plus and the International GCSE entry.

Qualification title	Entry code
OxfordAQA International GCSE Plus – Business	9225E
OxfordAQA International GCSE Plus – Biology	9201E
OxfordAQA International GCSE Plus – Chemistry	9202E
OxfordAQA International GCSE Plus – Combined Science (Core)	9204CE
OxfordAQA International GCSE Plus – Combined Science (Extension)	9204EE
OxfordAQA International GCSE Plus – Computer Science	9210E
OxfordAQA International GCSE Plus – English as a Second Language	9280E
OxfordAQA International GCSE Plus – English Literature (Route A)	9275AE
OxfordAQA International GCSE Plus – English Literature (Route B)	9275BE
OxfordAQA International GCSE Plus – Geography (available from 2020)	9230E
OxfordAQA International GCSE Plus – Mathematics (Core)	9260CE
OxfordAQA International GCSE Plus – Mathematics (Extension)	9260EE
OxfordAQA International GCSE Plus – Physics	9203E
OxfordAQA International GCSE Plus – Design & Technology: Product	9252E
OxfordAQA International GCSE Plus – Economics	9214E
OxfordAQA International GCSE Plus – French	9265E
OxfordAQA International GCSE Plus – Psychology	9218E
OxfordAQA International GCSE Plus – Spanish	9269E

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

Please note: Students cannot be entered for the International GCSE Plus if they are entering the GCSE subject with another exam board. Entries for the International GCSE Plus must be in association with OxfordAQA GCSEs.

4.2 Overlaps with other qualifications

The specification has been designed to allow maximum flexibility for schools and students.

There is some overlap in skills and/or subject content with GCSE courses. However, the approach to, and the context of, the skills and content in the specifications are distinctly different from those of GCSE courses. The International GCSE Plus endorsement is designed to extend and develop beyond a student's programme of study. If a student attempts to submit a piece of coursework for another qualification as a International GCSE Plus, relies heavily on text books or chooses a topic central to one of their other courses of study, they will not be extending or developing beyond what they have already learned. We would recommend that students use their studies as a springboard from which to launch their International GCSE Plus into an area of particular interest to them.

4.3 Awarding grades and reporting results

International GCSE Plus will be an optional endorsed component of all OxfordAQA International GCSEs except International GCSE English Language. This endorsement will be reported as a separate grade (Pass, Merit and Distinction) and will not contribute to the result of the overall GCSE.

If a student fails to achieve a Pass following internal grading, schools can choose not to enter the student for the International GCSE Plus endorsement or withdraw an entry which has already been made. In such cases, the endorsement will not be mentioned on the student's results certificate or in a school or college's results.

In any case, a result which is below Pass will not be reported on the student's certificate.

4.4 Re-sits

Students may only re-sit International GCSE Plus alongside a re-sit of their associated OxfordAQA International GCSE but they may do this any number of times within the shelf-life of the specification. Any International GCSE Plus re-sit must involve the development of a new *Progress diary*, along with a new title. Students may not re-sit by enhancing previous work.

4.5 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.

4.6 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.

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.

4.7 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

4.8 Private candidates

This specification is not available to private candidates.

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