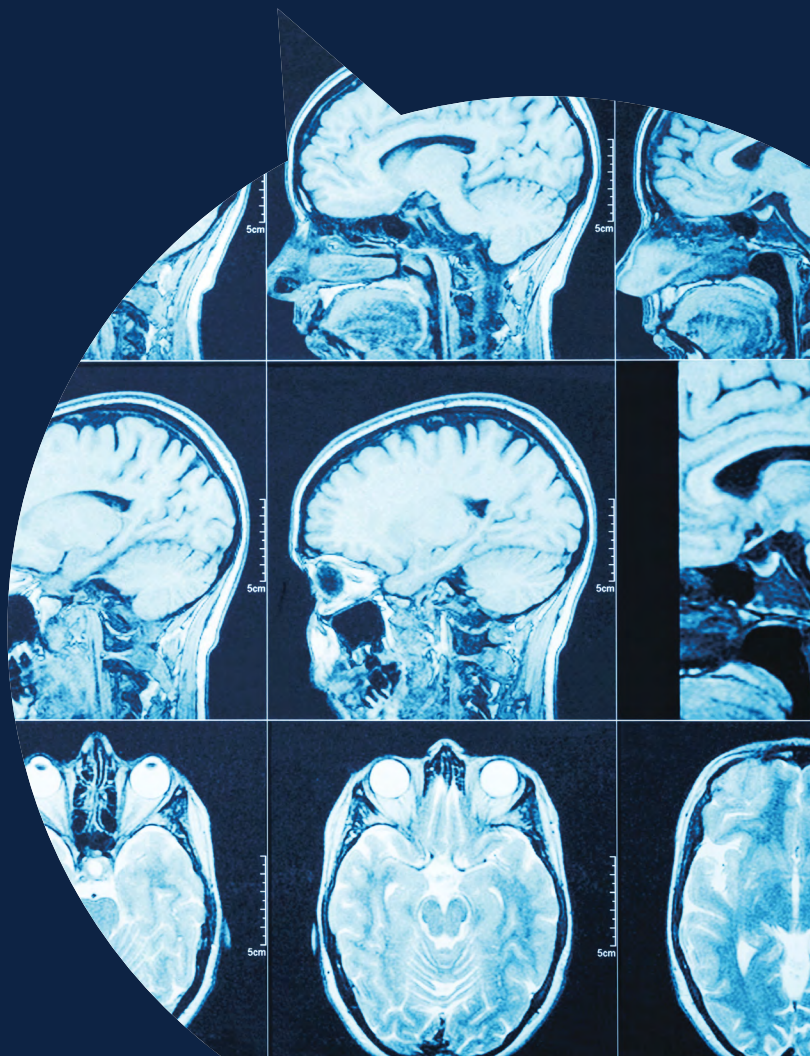


International AS and A-level **Psychology**

(9685) Specification



For teaching from September 2018 onwards

For International AS exams

May/June 2019 onwards

For International A-level exams

May/June 2020 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/9685](https://www.oxfordaqa.com/9685)
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose OxfordAQA International AS and A-levels?

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

Our International AS and A-levels offer the same rigour and high quality as AS and A-levels 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 AS and A-level Psychology?

These qualifications use an accessible and coherent topic-based approach to offer a stimulating, effective introduction to psychology. Prior study of the subject is not a requirement. Students will have the opportunity to explore interesting psychology topics, considering both psychological theory and practical application. During their studies they will develop skills valued and expected by Higher Education and employers, including critical analysis, independent thinking and scientific research. Building on our experience as the UK market leader in the provision of AS and A-level Psychology, we have produced a course that offers a programme of study suitable for students from diverse backgrounds, with topics selected for their engaging content, universal relevance to human experience and appropriateness in a global context.

At AS, students will be introduced to methods and analysis in psychological research as part of Research methods 1. This learning will equip all students with essential transferable skills that they will need to conduct research as part of any Higher Education course. Those students who continue to study at A-level will complete Research methods 2, where they will further develop their research skills and become familiar with the use and interpretation of statistical tests, essential for anyone who expects to conduct research and analyse data as part of their Higher Education study.

Assessment styles are varied and interesting, allowing students the opportunity to demonstrate knowledge and understanding in different ways as they respond to multiple choice questions, short-answer questions, essay-style questions requiring extended writing and scenario-based questions, where they apply their knowledge to a given context.

In Unit 4, students have the opportunity to use knowledge and skills from throughout the course as they consider important scientific themes and the application of psychology to work. This holistic conclusion will enable an overall appreciation of psychology and an understanding of how it can inform and enhance further study and future employment.

You can find out more about our International AS and A-level Psychology qualifications at oxfordaqa.com/psychology

1.3 Recognition

OxfordAQA meet the needs of international students. Please refer to the published timetables on the exams administration page of our website ([oxfordaqa.com/exams-administration](https://www.oxfordaqa.com/exams-administration)) for up to date exam timetabling information. 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 NARIC, 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'. You can read their report at [oxfordaqa.com/recognition](https://www.oxfordaqa.com/recognition)

To see the latest list of universities who have stated they accept these international qualifications, visit [oxfordaqa.com/recognition](https://www.oxfordaqa.com/recognition)

1.4 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 you with 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
- teacher guide that includes command words and psychological vocabulary, with definitions
- 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/9685

You can contact the subject team directly at psychology@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 titles of the qualifications are:

- OxfordAQA International Advanced Subsidiary Psychology
- OxfordAQA International Advanced Level Psychology.

These qualifications are modular. The full International A-level is intended to be taken over two years. The specification content for the International AS is half that of an International A-level. The International AS can be taken as a standalone qualification or can be used to count towards the International A-level. Students can take the International AS units in the first year and then take the International A-level units in the second year to complete the full International A-level, or they can take all the units together in the same examination series at the end of the course.

The International AS content will be 50% of the International A-level content but International AS assessments will contribute 40% of the total marks for the full International A-level qualification, with the remaining 60% coming from the International A-level assessments.

For the OxfordAQA International AS and A-level students can take the units in any order. Possible combinations are;

- take Units 1 and 2 only, for the OxfordAQA International AS qualification.

or

- take Units 1 and 2, for the OxfordAQA International AS qualification, in one series, then units 3 and 4, for the full OxfordAQA International A-level, in a later series.

or

- take Units 1, 2, 3 and 4 in the same series, leading to the full OxfordAQA International A-level.

Students may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Examinations will be available in January and May/June.

The guided learning hours (GLH) for an OxfordAQA International Advanced Subsidiary is 180.

The guided learning hours (GLH) for an OxfordAQA International Advanced Level is 360.

These figures are for guidance only and may vary according to local practice and the learner's prior experience.

2.1 Subject content

International AS Psychology

- 1 Introductory topics in psychology.
- 2 Biopsychology, development and research methods 1.

International A-level Psychology

- 3 Advanced topics and research methods 2 (International A-level only).
- 4 Approaches and application (International A-level only).

2.2 International AS

Assessments

Unit 1: Introductory topics in psychology	+	Unit 2: Biopsychology, development and research methods 1
<p>What's assessed</p> <p>Students answer compulsory questions on three topics.</p>		<p>What's assessed</p> <p>Students answer compulsory questions on three topics.</p>
<p>How it's assessed</p> <p>Written examination: 1 hour 30 minutes</p> <p>90 marks</p> <p>50% of the International AS assessment (20% of the International A-level assessment)</p>		<p>How it's assessed</p> <p>Written examination: 1 hour 30 minutes</p> <p>90 marks</p> <p>50% of the International AS assessment (20% of the International A-level assessment)</p>
<p>Questions</p> <p>Section A: Memory (30 marks)</p> <p>Section B: Social psychology (30 marks)</p> <p>Section C: Psychopathology (30 marks)</p>		<p>Questions</p> <p>Section A: Biopsychology (30 marks)</p> <p>Section B: Cognitive development (30 marks)</p> <p>Section C: Research methods 1 (30 marks)</p>

2.3 International A2

Assessments

Unit 3: Advanced topics and research methods 2	+	Unit 4: Approaches and application (SYNOPTIC UNIT)
<p>What's assessed</p> <p>Students answer compulsory questions on three topics.</p>		<p>What's assessed</p> <p>Students answer compulsory questions on three topics.</p>
<p>How it's assessed</p> <p>Written examination: 1 hour 30 minutes</p> <p>90 marks</p> <p>30% of the International A-level assessment</p>		<p>How it's assessed</p> <p>Written examination: 1 hour 30 minutes</p> <p>90 marks</p> <p>30% of the International A-level assessment</p>
<p>Questions</p> <p>Section A: Psychology of sleep (30 marks)</p> <p>Section B: Schizophrenia (30 marks)</p> <p>Section C: Research methods 2 (30 marks)</p>		<p>Questions</p> <p>Section A: Approaches in psychology (30 marks)</p> <p>Section B: Issues and debates in psychology (30 marks)</p> <p>Section C: Applied psychology: work and the individual (30 marks)</p>

3 Subject content

3.1 Introductory topics in psychology

In exploring key aspects of cognitive, social and atypical psychology students will be expected to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Unit 1 content
- apply psychological knowledge and understanding of the specified Unit 1 content in a range of contexts
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Unit 1 content
- evaluate therapies and treatments in relation to the specified Unit 1 content.

3.1.1 Memory

- The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each memory store: coding, capacity and duration.
- The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.
- Types of long-term memory: episodic, semantic and procedural.
- Factors affecting the accuracy of eyewitness testimony including leading questions and post-event discussion. The cognitive interview as a way of enhancing eyewitness accuracy.

3.1.2 Social psychology

- Types of conformity, including internalisation and compliance. Explanations for conformity, including normative and informational influence.
- Variables affecting conformity as investigated by Asch, including group size, unanimity and task difficulty.
- Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience as investigated by Milgram, including proximity and location.
- Explanations of resistance to social influence, including social support and locus of control.

3.1.3 Psychopathology

- Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.
- The defining characteristics of phobias and depression.
- The behavioural explanation and behavioural treatment of phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.
- The cognitive explanation and treatment of depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.

3.2 Biopsychology, development and research methods 1

In exploring key aspects of biopsychology, development and research methods 1 students will be expected to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Unit 2 content
- apply psychological knowledge and understanding of the specified Unit 2 content in a range of contexts
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Unit 2 content
- evaluate therapies and treatments in relation to the specified Unit 2 content.

Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Unit 2. These skills should be developed through study of the specification content and through ethical practical research activities, involving designing research, conducting research and analysis and interpretation of data.

3.2.1 Biopsychology

- The divisions of the nervous system: central and peripheral (somatic and autonomic).
- The structure and function of sensory, relay and motor neurons; the process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.
- The function of the endocrine system: glands and hormones; the fight or flight response, including the role of adrenaline.
- Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research; plasticity and functional recovery after trauma.

3.2.2 Cognitive development

- Piaget's theory of cognitive development: schemas, assimilation, accommodation, equilibration, stages of intellectual development; characteristics of these stages, including object permanence, conservation, egocentrism and class inclusion.
- Baillargeon's violation of expectation research.
- Vygotsky's theory of cognitive development, including the zone of proximal development and scaffolding.
- Social cognition: theory of mind and the Sally-Anne studies; the role of the mirror neuron system in social cognition.

3.2.3 Research methods 1

Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations:

Methods

- Experimental method: laboratory, field and natural experiments.
- Observation techniques: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.
- Self-report techniques: questionnaires; interviews.
- Correlations: analysis of the relationship between co-variables.

Scientific processes

- Aims: stating aims, the difference between aims and hypotheses.
- Hypotheses: directional and non-directional.
- Sampling: the difference between population and sample; sampling techniques including random and opportunity; implications of sampling techniques, including bias and generalisation.
- Pilot studies and the aim of piloting.
- Experimental designs: repeated measures, independent groups and matched pairs.
- Random allocation and counterbalancing.
- Variables: independent, dependent and extraneous; manipulation, operationalisation and control.
- Demand characteristics.
- Observational design: behavioural categories.
- Questionnaires: open and closed questions.
- Interviews: structured and unstructured interviews.
- Ethics in the design and conduct of psychological studies: confidentiality, consent, deception, debrief, right to withdraw, protection from harm, privacy.

Data handling and analysis

- Quantitative and qualitative data: the distinction between quantitative and qualitative data collection techniques.
- Primary and secondary data, including meta-analysis.
- Descriptive statistics: measures of central tendency – mean, median mode; calculation of mean, median and mode; measures of dispersion – range and standard deviation; calculation of range; using fractions and percentages; positive, negative and zero correlations.
- Presentation and display of quantitative data: tables, bar charts, line graphs, scattergrams.
- Distributions: normal and skewed distributions, characteristics of normal and skewed distributions.

3.3 Advanced topics and research methods 2

In exploring advanced topics and research methods 2 students will be expected to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to those specified in Unit 3 content
- apply psychological knowledge and understanding of the specified Unit 3 content in a range of contexts
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Unit 3 content
- evaluate therapies and treatments in relation to the specified Unit 3 content.

Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Unit 3. These skills should be developed through study of the specification content and through ethical practical research activities, involving designing research, conducting research and analysis and interpretation of data.

3.3.1 Psychology of sleep

- Biological rhythms: circadian, infradian and ultradian. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.
- Disruption of biological rhythms: the effects of shift work and jet lag.
- The nature of sleep: types of sleep, non-REM and REM.
- Functions of sleep: evolutionary explanations; restoration theory; memory consolidation.
- Sleep disorders: insomnia, including the role of personality factors and genetics; narcolepsy.

3.3.2 Schizophrenia

- Symptoms: positive symptoms, including hallucinations and delusions; negative symptoms, including speech poverty and avolition.
- Reliability and validity in the diagnosis of schizophrenia, including reference to culture and gender bias, co-morbidity and symptom overlap.
- Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.
- Cognitive explanations: dysfunctional thought processing.
- Therapies for schizophrenia: typical and atypical anti-psychotic drugs; cognitive therapy.

3.3.3 Research methods 2

In addition to demonstrating knowledge and understanding acquired during study of Research methods 1 (Unit 2), students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations. Students will not be required to carry out statistical tests in the examination but should be able to comment on the use of named statistical tests and interpret the results:

Methods

- Content analysis.
- Case studies.

Scientific processes

- Reliability across all methods of investigation; ways of assessing reliability: test-retest and inter-observer.
- Validity across all methods of investigation: face validity, concurrent validity, predictive validity and ecological validity; the use of correlation in assessment of validity.
- Designing and reporting psychological investigations; sections of a scientific report: abstract, introduction, method, results, discussion and referencing.

Data handling and analysis

- Introduction to inferential testing: the purpose of statistical testing.
- Probability and significance, including the use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.
- Levels of measurement: nominal, ordinal and interval.
- Factors affecting the choice of statistical test, including research aim, level of measurement and experimental design.
- When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test, the Sign test and Chi-squared test.

3.4 Approaches and applications

In exploring key scientific approaches, issues and debates and applied psychology, students will be expected to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Unit 4 content
- apply psychological knowledge and understanding of the specified Unit 4 content in a range of contexts
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Unit 4 content
- evaluate therapies and treatments in relation to the specified Unit 4 content.

As this is a synoptic unit, students will be expected to use knowledge and understanding from other areas of the course to illustrate and inform their responses in Sections A and B of Unit 4.

3.4.1 Scientific approaches in psychology

- Learning approach: the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research.
- Learning approach: social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.
- The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain mental processes; the emergence of cognitive neuroscience.
- The biological approach: the influence of genes, biological structures and neurochemistry on behaviour; genotype and phenotype, genetic basis of behaviour, evolution and behaviour.

3.4.2 Issues and debates in psychology

- Free will and determinism: hard and soft determinism: biological and environmental determinism; the scientific emphasis on causal explanations.
- The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; an interactionist approach.
- Holism and reductionism: levels of explanation in psychology; biological reductionism and stimulus-response (environmental) reductionism.
- Psychology and science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing.

3.4.3 Applied psychology: Work and the individual

- Group processes and individuals: social facilitation, social loafing; group decision-making: group polarisation, risky shift and groupthink; group membership effects: deindividuation and social identity theory, including in-group favouritism and out-group bias.
- Communication at work: non-verbal communication, including eye contact, facial expression and personal space; cultural universals in facial expression and cultural differences in personal space; effects of e-mail communication: lack of non-verbal cues, egocentrism and feedback.
- Job motivation and satisfaction: need theory, expectancy theory, goal-setting theory; job characteristics and well-being (Warr).
- Workplace stress: the effects of workload and control; the job demands-resources (J D-R) model.

4 Scheme of assessment

You can find mark schemes, and specimen papers for new courses, on our website at [oxfordaqa.com/9685](https://www.oxfordaqa.com/9685)

These qualifications are modular. The full International A-level is intended to be taken over two years. The specification content for the International AS is half that of an International A-level.

The International AS can be taken as a stand-alone qualification or it can count towards the International A-level. To complete the International A-level, students can take the International AS in their first year and the International A2 in their second year or they can take all the units together in the same examination series at the end of the two-year course.

The International AS content will be 50% of the International A-level content. International AS assessments contribute 40% of the total marks for the full International A-level qualification. The remaining 60% comes from the International A2 assessments.

The specification provides an opportunity for students to produce extended responses either in words or using open-ended calculations.

The specification content will be split across units and will include some synoptic assessment. This allows students to draw together different areas of knowledge from across the full course of study.

All materials are available in English only.

Our International AS and A-level exams in Psychology include questions that allow students to demonstrate their ability to:

- select and use psychological material to respond to a variety of question styles
- apply their knowledge and understanding of psychology.

4.1 Availability of assessment units and certification

	Availability of units		Availability of certification	
	International AS	International A2	International AS	International A-level
June 2019	✓		✓	
January 2020	✓		✓	
June 2020	✓	✓	✓	✓
January 2021 onwards	✓	✓	✓	✓
June 2021 onwards	✓	✓	✓	✓

4.2 Aims

OxfordAQA International AS and A-level specifications will encourage interest and enjoyment of psychology as students:

- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop and demonstrate appreciation of valuable, transferable research skills
- develop competence and confidence in practical and problem-solving skills
- develop an appreciation of the role of psychology in further study, future employment and wider society.

4.3 Assessment Objectives

The exams will measure how students have achieved the following assessment objectives:

- AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
 - in a theoretical context
 - in a practical context
 - when handling qualitative data
 - when handling quantitative data.
- AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
 - make judgements and reach conclusions
 - develop and refine practical design and procedures.

Quality of Written Communication (QWC)

Students must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

Questions in the papers for this specification do not include specific marks for QWC. However, poor written communication may lead to lower marks due to lack of clarity in answers.

4.3.1 Assessment Objective weightings for International AS Psychology

Assessment Objectives (AOs)	Unit weightings (approx %)		Overall weighting of AOs (approx %)
	Unit 1	Unit 2	
AO1	20	20	40
AO2	10	20	30
AO3	20	10	30
Overall weighting of units (%)	50	50	100

4.3.2 Assessment Objective weightings for International A-level Psychology

Assessment Objectives (AOs)	Unit weightings (approx %)				Overall weighting of AOs (approx %)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	8	8	9	9	34
AO2	4	8	10	8	30
AO3	8	4	11	13	36
Overall weighting of components (%)	20	20	30	30	100

4.4 Assessment weightings

The raw marks awarded on each unit will be transferred to a uniform mark scale (UMS) to meet the weighting of the units and to ensure comparability between units sat in different exam series. Students' final grades will be calculated by adding together the uniform marks for all units. The maximum raw and uniform marks are shown in the table below.

Unit	Maximum raw mark	Percentage weighting International A-level (AS)	Maximum uniform mark
Unit 1	90	50	100
Unit 2	90	50	100
International AS qualification	180	100	200
Unit 1	90	20	100
Unit 2	90	20	100
Unit 3	90	30	150
Unit 4	90	30	150
International A2 qualification	360	100	500

5 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures to support this aim. To ensure 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.

5.1 Entries and codes

You should use the following subject award entry codes:

Qualification title	OxfordAQA entry code
OxfordAQA International Advanced Subsidiary Psychology	9686
OxfordAQA International Advanced Level Psychology	9687

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

You should use the following unit entry codes:

Unit 1 – PS01

Unit 2 – PS02

Unit 3 – PS03

Unit 4 – PS04

A unit entry will not trigger certification. You will also need to make an entry for the overall subject award in the series that certification is required.

Exams will be available May/June and in January.

5.2 Overlaps with other qualifications

There is overlapping content in the International AS and A-level specifications. This helps you teach the International AS and A-level together.

5.3 Awarding grades and reporting results

The International AS qualification will be graded on a five-point scale: A, B, C, D and E.

The International A-level qualification will be graded on a six-point scale: A*, A, B, C, D and E. To be awarded an A*, students will need to achieve a grade A on the full A-level qualification and 90% of the maximum uniform mark on the aggregate of the A2 units.

Students who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

We will publish the minimum raw mark needed for each grade in each unit when we issue students' results. We will report a student's unit results to schools in terms of uniform marks and unit grades and we will report qualification results in terms of uniform marks and grades.

The relationship between uniform marks and grades is shown in the table below.

Grade	Uniform mark range per unit and per qualification					
	Unit 1	Unit 2	International AS Psychology	Unit 3	Unit 4	International A-level Psychology
Maximum uniform mark	100	100	200	150	150	500
A*						*See note below
A	80–100	80–100	160–200	120–150	120–150	400–500
B	70–79	70–79	140–159	105–119	105–119	350–399
C	60–69	60–69	120–139	90–104	90–104	300–349
D	50–59	50–59	100–119	75–89	75–89	250–299
E	40–49	40–49	80–99	60–74	60–74	200–249

* For the award of grade A*, a student must achieve grade A in the full International A-level qualification and a minimum of 270 uniform marks in the aggregate of units 3 and 4.

5.4 Resits

Unit results remain available to count towards certification, whether or not they have already been used, provided the specification remains valid. Students can resit units as many times as they like, as long as they're within the shelf-life of the specification. The best result from each unit will count towards the final qualification grade. Students who wish to repeat a qualification may do so by resitting one or more units.

To be awarded a new subject grade, the appropriate subject award entry, as well as the unit entry/entries, must be submitted.

5.5 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.

5.6 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 is issued to schools when they become OxfordAQA centres.

5.7 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

5.8 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

OxfordAQA International Qualifications
Great Clarendon Street
Oxford OX2 6DP
United Kingdom