

*International GCSE*

# English as a Second Language

(9280) Specification



**For teaching** from September 2018 onwards

**For exams** May/June 2020 onwards

**For teaching and examination** outside  
the United Kingdom



# Contents

<b>1</b>	<b>Introduction</b>	<b>5</b>
1.1	Why choose OxfordAQA International GCSEs?	5
1.2	Why choose our International GCSE English as a Second Language?	5
1.3	Recognition	6
1.4	Support and resources to help you teach	6
<b>2</b>	<b>Specification at a glance</b>	<b>8</b>
2.1	Subject content	8
2.2	Assessments	9
<b>3</b>	<b>Subject content</b>	<b>10</b>
3.1	Themes	10
3.2	Skills	11
<b>4</b>	<b>Scheme of assessment</b>	<b>13</b>
4.1	Aims and learning outcomes	13
4.2	Assessment Objectives	14
4.3	Assessment weightings	15
4.4	Content	15
<b>5</b>	<b>Non-exam assessment (NEA)</b>	<b>19</b>
<b>6</b>	<b>General administration</b>	<b>20</b>
6.1	Entries and codes	20
6.2	Overlaps with other qualifications	20
6.3	Awarding grades and reporting results	20
6.4	Resits and shelf life	20
6.5	Previous learning and prerequisites	20
6.6	Access to assessment: equality and inclusion	21
6.7	Working with OxfordAQA for the first time	21
6.8	Private candidates	21

## **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/9280](https://www.oxfordaqa.com/9280)
- 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 taken in the UK and have been designed to be 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](http://oxfordaqa.com)

## 1.2 Why choose our International GCSE English as a Second Language?

This qualification is designed for students whose first language is not English but may use it for study.

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

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a variety of texts, styles and topics covering a wide range of subjects, including factual and literary texts. It will also give students the ability to be able to write and communicate clearly, coherently and accurately using a range of vocabulary and sentence structures.

The assessment comprises four papers: a Reading paper and a Writing paper, each of which provide separate tasks; the third is a listening paper that uses recorded monologues and dialogues; and the fourth is a spoken language (oral) element that provides students with an opportunity to show their language skills.

Each paper has a distinct identity to better support high quality provision and engaging teaching and learning.

You can find out all about our International GCSE English as a Second Language qualification at [oxfordaqa.com/9280](http://oxfordaqa.com/9280)

## 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, who have confirmed that they can be considered 'comparable to the overall GCE A-level and GCSE standard offered in the UK.' Read their report at [oxfordaqa.com/recognition](https://www.oxfordaqa.com/recognition)

We are in the process of gaining university recognition for these new international qualifications and the latest list of universities who have stated they accept these international qualifications can be viewed at [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. So we've worked with experienced teachers to provide you with a range of 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 guidance notes to give you the essential information you need to deliver the specification
- training courses to help you deliver our qualifications
- engaging work sheets 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 will be able to find out 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/9280](https://oxfordaqa.com/9280)

You can contact the subject team directly at [english@oxfordaqa.com](mailto:english@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 as a Second Language.

This qualification is linear. Linear means that students will sit all their exams and submit 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

Students study all of the following themes on which the assessments are based:

- **Theme one:** Identity and culture (page 10)
- **Theme two:** Local, national, international and global areas of interest (page 10)
- **Theme three:** Current and future study and employment (page 11)

## 2.2 Assessments

Students must take all four assessments. All assessments must be taken in the same series.

<p><b>Paper: Reading</b></p> <p>What's assessed</p> <p>Understanding and responding to different types of written language.</p> <p>How it's assessed</p> <p>Written exam: 1 hour 15 minutes</p> <p>60 marks</p> <p>30% of international GCSE assessment</p> <p>Questions</p> <p>Short answer questions and multiple choice questions in response to written passages – 60 marks.</p>	+	<p><b>Paper: Writing</b></p> <p>What's assessed</p> <p>Communicating effectively in writing for a variety of purposes.</p> <p>How it's assessed</p> <p>Written exam: 1 hour 15 minutes</p> <p>60 marks</p> <p>30% of international GCSE assessment</p> <p>Questions</p> <p>There are four tasks which test a range of writing skills. The tasks increase in level of challenge, as do the marks awarded. Each of the first three tasks will be based on one of the themes named in the Subject content. The final task will allow students to draw on their study in one or more of the named themes – 60 marks.</p>
<p><b>Paper: Listening</b></p> <p>What's assessed</p> <p>Understanding and responding to different types of spoken language.</p> <p>How it's assessed</p> <p>Written exam: 45 minutes</p> <p>40 marks</p> <p>20% of international GCSE assessment</p> <p>Questions</p> <p>Students will be asked to listen to and answer questions on a range of spoken texts – 40 marks.</p> <p>(Each exam includes 5 minutes reading time of the question paper before the listening stimulus is played.)</p>	+	<p><b>Paper: Speaking</b></p> <p>What's assessed</p> <p>Communicating and interacting effectively in speech for a variety of purposes.</p> <p>How it's assessed</p> <p>Non-exam assessment</p> <p>10 minutes + preparation time</p> <p>40 marks</p> <p>20% of international GCSE assessment</p> <p>Questions</p> <ul style="list-style-type: none"> <li>● Photocard – 15 marks (3–4 minutes)</li> <li>● General conversation – 25 marks (6–7 minutes)</li> <li>● audio recorded by teacher and marked by examiner.</li> </ul>



## 3 Subject content

### 3.1 Themes

The specification covers three distinct themes. These themes apply to all examination papers.

Students are expected to understand and provide information, ideas and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where English is spoken.

#### 3.1.1 Theme one: Identity and culture

Theme one covers the following three topics with related sub-topics shown as bullet points:

**Topic 1: Me, my family, friends and people I know**

- Relationships with family
- Relationships with friends and people I know

**Topic 2: Technology in everyday life**

- Social media
- Mobile technology

**Topic 3: Free-time activities**

- Music
- Cinema and TV
- Sport
- Customs and festivals

#### 3.1.2 Theme two: Local, national, international and global areas of interest

Theme two covers the following four topics with related sub-topics shown as bullet points, where applicable:

**Topic 1: Home, town, neighbourhood and region**

**Topic 2: Social issues**

- Charity/voluntary work
- Healthy/unhealthy living

**Topic 3: Global issues**

- The environment
- Poverty

**Topic 4: Travel and tourism**

### 3.1.3 Theme three: Current and future study and employment

Theme three covers the following four topics:

**Topic 1: My studies**

**Topic 2: Life at school/college**

**Topic 3: Education post-16**

**Topic 4: Jobs, career choices and ambitions**

## 3.2 Skills

### 3.2.1 Reading: Understand and respond to written language

In order to meet the requirements of AO1, students are expected to:

- read, understand and respond to a range of written texts varying in type, style, purpose and degree of complexity
- develop skills in scanning and skimming texts to identify specific and general points and identify overall message
- understand the significance of tense and recognise the relationship between past, present and future
- examine writers' purpose through close consideration of content and use of language
- explore what is implied but not actually stated and make appropriate inference and deduction.

### 3.2.2 Writing: Communicate in writing

In order to meet the requirements of AO2, students are expected to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language to explain, inform, describe, argue or persuade.

### 3.2.3 Listening: Understand and respond to spoken language

In order to meet the requirements of AO3, students are expected to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

### 3.2.4 Speaking: Communicate and interact in speech

In order to meet the requirements of AO4, students are expected to:

- communicate and interact effectively in speech for a variety of purposes, using and adapting language appropriately
- develop skills in conversation by responding to questions and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

## 4 Scheme of assessment

Find mark schemes, and specimen papers for new courses, on our website at [oxfordaqa.com/9280](https://www.oxfordaqa.com/9280)

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 November and May/June for the life of the specification.

All materials are available in English only.

Our International GCSE exams in English as a Second Language include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study for this qualification
- provide extended responses.

### 4.1 Aims and learning outcomes

The study of English will broaden students horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Courses based on this specification will enable students to:

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

## 4.2 Assessment Objectives

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

### **AO1 Reading: understand and respond to written language**

R1: Identify and select relevant detail, key points and ideas.

R2: Show understanding of vocabulary, ideas and purpose.

R3: Collate, organise and present relevant detail.

R4: Draw inferences, make deductions, and recognise implicit meaning.

### **AO2 Writing: communicate in writing**

W1: Write short texts to convey meaning and exchange information.

W2: Produce clear and coherent text of extended length to present key points, details and ideas.

W3: Make accurate use of vocabulary and grammatical structures; spell and punctuate accurately.

W4: Manipulate the language with increasing fluency and creativity for a variety of purposes.

### **AO3 Listening: understand and respond to spoken language**

L1: Identify key details from a range of short and longer texts.

L2: Identify the overall message and key points in a variety of short and longer spoken texts, involving some more complex language.

L3: Understand and collate information from a variety of short and longer spoken texts, involving some complex language and more abstract material.

L4: Recognise purpose, implied meaning, attitudes and feelings in extended texts.

### **AO4 Speaking: communicate and interact in speech**

S1: Communicate clearly using speech appropriate to situation and audience.

S2: Make appropriate and accurate use of a variety of vocabulary and grammatical structures.

S3: Produce extended sequences of speech, answering and, as appropriate, asking questions, and expressing opinions with spontaneity and fluency.

S4: Demonstrate appropriate pronunciation and intonation.

## 4.2.1 Assessment Objective weightings for International GCSE

Assessment Objectives	Reading Paper	Writing Paper	Listening Paper	Speaking Paper
AO1	60			
AO2		60		
AO3			40	
AO4				40
Overall weighting of component (%)	30%	30%	20%	20%

## 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: Reading	60	1	60
Paper: Writing	60	1	60
Paper: Listening	40	1	40
Paper: Speaking	40	1	40
Total scaled mark:			200

## 4.4 Content

### Paper: Reading

In this paper, students' understanding of written language will be tested by a range of question types. The texts and tasks reflect an increasing level of challenge and will link with themes specified in the Subject content.

Students are required to identify and understand the overall message, key points, details and purposes from items such as emails, instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. The final text on the paper will be literary non-fiction.

Students will also be required to collate relevant information across a text and draw inferences, make deductions, and recognise implicit meaning from a variety of written texts.

Access to dictionaries is not permitted at any time during the test.

#### Text 1

R1, R2

Students are asked to read a short text (200–250 words), such as an email, and respond to a series of open and multiple choice questions. Students are assessed on their ability to select and identify relevant detail, key points and ideas, and show understanding of ideas and purposes (6 marks).

#### Text 2

R1, R2, R3, R4

Students are asked to read a text (400–500 words), such as an advert, and respond to a series of open questions, multiple choice questions and collation tasks. Students are assessed on their ability to select and identify relevant detail, key points and ideas, and show understanding of ideas and purposes. They are also assessed on their ability to collate and organise relevant detail, and their ability to draw inferences, make deductions, and recognise implicit meaning (12 marks).

### **Text 3**

R1, R2, R3, R4

Students are asked to read a text (400–600 words), such as an opinion article, and respond to a series of open questions, multiple choice questions and collation tasks. Students are assessed on their ability to select and identify relevant detail, key points and ideas, and show understanding of ideas and purposes. They are also assessed on their ability to collate and organise relevant detail, and their ability to draw inferences, make deductions, and recognise implicit meaning (18 marks).

### **Text 4**

R2, R3, R4

Students are asked to read a literary non-fiction text (400–600 words) and respond to a series of open questions, multiple choice questions and collation tasks. Students are assessed on their ability to show understanding of ideas and purposes. They are also assessed on their ability to collate and organise relevant detail, and their ability to draw inferences, make deductions, and recognise implicit meaning (24 marks).

**Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.**

## **Paper: Writing**

There are four questions on the paper. The questions reflect an increasing level of challenge, enabling students to demonstrate a wide range of writing skills. The structure will be consistent with the targeted assessment objectives and the specified length of response for each question will remain the same for each paper. All questions will link with themes specified in the Subject content.

### **Question 1**

W1, W3 (spelling and punctuation only)

Students are given a photograph and asked to write a short description of what they see in it (30–50 words). They are assessed on their ability to convey meaning and information (6 marks) and on the accuracy of their spelling and punctuation (3 marks).

### **Question 2**

W2, W3

Students are asked to write a letter for a specified audience (50–70 words) and are given three compulsory key points to include in it. They are assessed on their ability to clearly communicate key points (6 marks) and on the technical accuracy of their writing (6 marks). They are not required to write an address.

### **Question 3**

W2, W3, W4

Students are given three or four compulsory bullet points to refer to in a more extended piece of writing (70–90 words). The specified form of the writing may vary, eg diary or a blog entry, report, article. Students are assessed on their ability to communicate details clearly (8 marks) and on the technical accuracy and fluency of their writing (8 marks).

### **Question 4**

W2, W3, W4

This question asks students to produce an extended piece of writing (100–150 words). The purpose of the task will differ from one series to the next, eg explain, inform, argue, persuade. It will enable students to draw freely on their own ideas, experiences and opinions. Students are given two bullet points. These are designed to prompt ideas and help students structure their writing. Students should assume an adult audience (such as their teacher or examiner). Students are assessed on their ability to communicate details and ideas clearly (8 marks) and on the technical accuracy, fluency and creativity of their use of language (15 marks).

## Paper: Listening

This paper contains five tasks and consists of a variety of short and longer spoken pieces of language. The texts and questions will increase in terms of demand during the paper, with some more complex language later in the test. The texts and tasks reflect an increasing level of challenge and will link with themes specified in the Subject content.

Students will be required to identify the overall message, key points, details and opinions from both straightforward texts (such as announcements, short conversations, instructions, news bulletins and telephone messages), and also more complex texts such as autobiography and travel writing. They will also be required to understand and collate information from a variety of short and longer spoken texts, involving some complex language and more abstract material and recognise purpose, implied meaning, attitudes and feelings.

### Task 1

L1

Students are asked to listen to a series of brief monologues on everyday topics broken into segments (30–50 words) and respond to a series of multiple choice questions. Students are assessed on their ability to identify key details and information from the texts (8 marks).

### Task 2

L2, L3

Students are asked to listen to a dialogue, such as a radio interview, broken into segments (30–50 words) and respond to a series of open questions. Students are assessed on their ability to identify the overall message and key points of the text, and their understanding of information (8 marks).

### Task 3

L3

Students are asked to listen to a monologue, such as an autobiography, broken into segments (40–80 words) and complete a gap fill exercise. Students are assessed on their ability to understand and collate information (8 marks).

### Task 4

L1, L3

Students are asked to listen to a dialogue, such as a radio interview, broken into segments (50–100 words) and respond to a series of open questions and collation activities. Students are assessed on their ability to identify key details and information, and their ability to understand and collate information (8 marks).

### Task 5

L1, L2, L4

Students are asked to listen to a monologue, such as a travel podcast, broken into segments (50–100 words) and complete a series of multiple choice questions and open questions. Students are assessed on their ability to identify key details and information, the overall message and key points of the text. They are also assessed on their ability to recognise purpose, implied meaning, attitudes and feelings (8 marks).

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used. Each task is listened to twice, with specified time for students to write their answers.



## Paper: Speaking

This test has two parts: the Photocard and the General conversation. Students are allowed 10 minutes supervised preparation time. They may make notes on an additional answer sheet and take them into the exam room to use during the test. There is no restriction on the number of words which the notes may contain. Students must hand the notes in to the teacher immediately before the General conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of. Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

### Part One

S1, S2

The first part of the test is based on a stimulus Photocard, to be studied by the student immediately before the test in the supervised preparation time. The Photocard selected for the student will be based on any one of the themes. A sequencing grid will be provided in the Teacher notes to guide you in allocating a Photocard to each student. Students will discuss one Photocard (3–4 minutes). Teachers will ask three prescribed questions printed on the student's Photocard. Additional prompts are printed in the **Teacher's notes**. These will help the teacher develop and extend the student's response to each question. These additional prompts are provided as an aid to teachers and are **not** a compulsory part of the test. The student's responses to the questions are assessed for communication and for knowledge and use of language.

### Part Two

S1, S2, S3, S4

The General conversation will take approximately 6 – 7 minutes and will be based on the themes not covered in Part One: the Photocard. For example, if Photocard A is based on Theme 1: Identity and culture, the General conversation will cover Theme 2: Local, national, international and global areas of interest and Theme 3: Current and future study and employment.

The General conversation allows the students to take part in a conversation, answering and, as appropriate, asking questions and exchanging opinions. It should enable the student to convey information and narrate events coherently and use and adapt language for new purposes; speak spontaneously, responding to unexpected questions, points of view or situations to sustain communication; initiate and develop conversation and discussion to produce extended sequences of speech; make more complex use of language to express and justify their own thoughts and points of view. It is assessed for communication, knowledge and use of language, spontaneity and fluency and pronunciation and intonation.

Further information and guidance on the Photocard and General conversation are given in the **Teacher's booklet**. A window of up to five weeks will be timetabled for the test, during which schools will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting tests. The **Teacher's booklet** will contain a Speaking test sequence chart which will show which Photocard each student must be allocated and which themes will be covered in the General conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

This test is conducted and audio-recorded by the teacher and marked by an examiner.

## 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:

Communicating and interacting effectively in speech for a variety of purposes.

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.

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 ([oxfordaqa.com/exams-administration](https://oxfordaqa.com/exams-administration)).

## 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, which is published through the Joint Council for Qualifications (JCQ). We will maintain those same high standards through their use for Oxford Exams.

More information on aspects of administration will shortly be available on [oxfordaqa.com/exams-administration](https://oxfordaqa.com/exams-administration)

For any immediate enquiries please contact [info@oxfordaqa.com](mailto: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.

Please check the current version of the Entry Codes book and the latest information about making entries on [oxfordaqa.com/exams-administration](https://oxfordaqa.com/exams-administration)

Exams will be available May/June and in November.

### 6.2 Overlaps with other qualifications

There are no overlaps with any other OxfordAQA qualifications at this level.

### 6.3 Awarding grades and reporting results

In line with UK GCSEs, the 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. Please go to [oxfordaqa.com/recognition](https://oxfordaqa.com/recognition) to find out more about the new grading system.

### 6.4 Resits and shelf life

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

Results for the non-exam assessment (NEA) component 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, non-exam assessment 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 and assess a wide range of competences.

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

For students with disabilities and special educational needs, exam access arrangements are available to allow these students to demonstrate their knowledge and ability. 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 the access arrangements that are available will be issued to schools when they become Oxford International AQA Examination 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](https://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](mailto:info@oxfordaqa.com)

It is expected that students undertaking this specification will sit the speaking paper. Centres accepting private candidates must ensure they have carried out this minimum requirement.

Private candidates may also enter for examined only units 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](https://oxfordaqa.com/contact-us)  
or email [info@oxfordaqa.com](mailto:info@oxfordaqa.com)

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