

*International AS and A-level*

# English Language

(9670) Specification



**For teaching** from September 2017 onwards

**For International AS exams**

May/June 2018 onwards

**For International A-level exams**

May/June 2019 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/9670](https://www.oxfordaqa.com/9670)
- 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](http://oxfordaqa.com)

## 1.2 Why choose our International AS and A-level English Language?

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

With exciting text-based and data-based sources of language, this specification introduces the study of English in its various forms and contexts, with the concepts and methods appropriate for the analysis of language underpinning all elements of the course.

Offering clear skills progression from International GCSE, these courses allow students to build on the skills already gained and prepare them for their next steps.

The variety of assessment styles used, such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing, allows students to develop a wide range of skills. These include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills which are invaluable for both further study and future employment.

Our language topics have been chosen to cater for the needs of teachers and students in all educational contexts. The topics are highly relevant to modern life and work, supporting both the requirements of 21<sup>st</sup> century workplaces as well as representing core areas of research at university level. The specification takes an applied approach to the study of English language, developing knowledge and skills that are both practically useful and academically accessible. Our experienced team has produced question papers and mark schemes that provide you with a platform for inspirational language teaching and allow students of all abilities to achieve their best on every question.

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

You can find out about all our International AS and A-level English Language qualifications at [oxfordaqa.com/english](http://oxfordaqa.com/english)

## 1.3 Recognition

OxfordAQA(OxfordAQA Exams) 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'. 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 guidance notes to give you the essential information you need to deliver the specification
- 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/9670](https://oxfordaqa.com/9670)

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 titles of the qualifications are:

- OxfordAQA International Advanced Subsidiary English Language
- OxfordAQA International Advanced Level English Language.

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 can be used to count towards the International A-level. Students can take the International AS in the first year and then take the International A2 in the second year to complete the International A-level or they can take all the units together in the same examination series at the end of the course.

For the OxfordAQA International AS and A-level, students can:

- 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 (or non-exam equivalent), for the OxfordAQA International A-level qualification in a later series

or

- take units 1, 2, 3 and 4 (or non-exam equivalent) in the same series, leading to the full OxfordAQA International A-level.

Candidates 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. Exams 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 of the subject.

## 2.1 Subject content

### International AS

1. Language and context (page 12)
2. Language and society (page 13)

### International A-level

3. Language variation (International A-level only) (page 14)
4. Language exploration (International A-level only) (page 14)

## 2.2 International AS

### Assessments

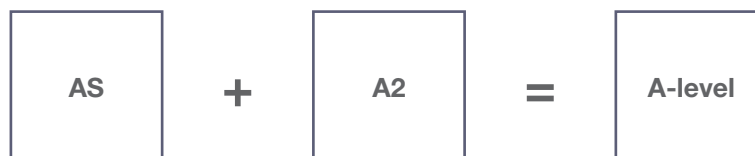
Unit 1: Language and context	+	Unit 2: Language and society
<p><b>What's assessed</b></p> <p>Students answer two questions, one from each section.</p>		<p><b>What's assessed</b></p> <p>Students answer two questions, one from each section.</p>
<p><b>How it's assessed</b></p> <p>Written exam: 2 hours</p> <p>50 marks</p> <p>50 % of the International AS assessment (20 % of the International A-level assessment)</p>		<p><b>How it's assessed</b></p> <p>Written exam: 2 hours</p> <p>50 marks</p> <p>50 % of the International AS assessment (20 % of the International A-level assessment)</p>
<p><b>Questions</b></p> <p><b>Section A: Understanding texts</b> (25 marks)</p> <p>Students carry out one compulsory analysis of two texts linked by a common theme.</p> <p><b>Section B: Directed writing</b> (25 marks)</p> <p>Students carry out one writing task, from a choice of two questions.</p>		<p><b>Questions</b></p> <p><b>Section A: Language and social groups: texts</b> (25 marks)</p> <p>Students carry out one compulsory text analysis task.</p> <p><b>Section B: Language and social groups: writing</b> (25 marks)</p> <p>Students carry out one compulsory writing task.</p>



## 2.3 International A2

### Assessments

Unit 3: Language variation	+	Unit 4a: Language exploration	OR	Unit 4b: Language exploration
<p><b>What's assessed</b></p> <p>Students answer one question, from a choice of two in both sections.</p>		<p><b>What's assessed</b></p> <p>There are no sections in this paper.</p> <p>Students answer one question, from a choice of two.</p>		<p><b>What's assessed</b></p> <p>Non-exam assessment.</p> <p>A language investigation.</p>
<p><b>How it's assessed</b></p> <p>Written exam: 2 hours</p> <p>50 marks</p> <p>30 % of International A-level</p>		<p><b>How it's assessed</b></p> <p>Written exam: 2 hours</p> <p>30 minutes</p> <p>50 marks</p> <p>30 % of International A-level</p>		<p><b>How it's assessed</b></p> <p>50 marks</p> <p>30 % of International A-level</p> <p>Assessed by teachers and moderated by AQA</p>
<p><b>Questions</b></p> <p><b>Section A: Learning language</b> (25 marks)</p> <p>Students answer one question, from a choice of two.</p> <p><b>Section B: International English</b> (25 marks)</p> <p>Students answer one question, from a choice of two.</p>		<p><b>Questions</b></p> <p>Students investigate the data provided which will be linked by a common theme or topic.</p> <p>Students plan and carry out an analysis and write up their results in the form of a report.</p>		<p><b>Questions</b></p> <p>Students carry out a language investigation of 2,500–3,000 words by collecting their own data and analysing it.</p> <p>Any topic is acceptable providing that its central focus is on an aspect of language.</p>



## 3 Subject content

Our International AS and A-level English Language specifications provide opportunities for students to develop the creative and critical skills that are essential both for employability and for further study. International AS English Language focuses on the ways in which language is shaped by contextual factors such as audience, purpose, genre and mode; and by social factors such as group membership and status. International A-level English Language focuses more on the study of language as a topic in its own right, exploring the nature of language learning and international English. Students at both levels develop skills in using English to communicate in different ways.

The approach to language is underpinned by the study of the methods of language analysis that have formed the basis of much modern linguistics, thereby establishing strong continuity with higher education study. These are often termed ‘language levels’ because the aspects of language they focus on are of different sizes. The levels are as follows:

- phonetics and phonology – how speech sounds and effects are articulated and analysed
- lexis and semantics – meaning at word and phrase level
- grammar – the structural patterns and shapes of English at sentence, clause, phrase and word level
- pragmatics – contextual aspects of language use such as inference and assumed meaning
- discourse – extended stretches of communication occurring in different genres, modes and context
- graphology – the visual aspects of textual design and appearance.

The levels are not simply studied for their own sake, but form a toolkit for students to apply different topics and contexts throughout the specification, for example language variation and language development.

## 3.1 Language and context

Students answer two questions, one from each section.

The sections form a coherent whole in that the material from Section A forms the basis for the writing task in Section B. The analytical work that students do in Section A will ensure that their knowledge of the texts is detailed, therefore supporting their later writing task.

Section A: students carry out one compulsory analysis of two texts linked by a common theme.

Section B: students carry out one writing task, from a choice of two questions.

### 3.1.1 Section A: Understanding texts

The focus of Section A is on the ability to show understanding of the following aspects of context: audience, purpose, genre and mode. Students will be presented with two texts on a common theme but where the original audiences, purposes, genres and modes may vary. They will be credited for their ability to identify aspects of language that contribute to:

- the idea of audience – for example, whether they are aimed at adults or children, a specialist or non-specialist audience; the idea of audience as constructed, idealized readers
- the purposes of the texts – for example, whether they are primarily persuasive or informative, or mixtures of different purposes; the multi-purpose nature of many spoken and electronic messages
- the genres of the texts – the language features that classify the texts as belonging to a particular genre, such as headlines or web links; intertextuality and interdiscursivity
- the modes of the texts – whether they are spoken or written, or hybrids of the two in new communication contexts.

The texts will be drawn from a range of English language sources, including advertising and promotional material, informative booklets and flyers, news and magazine articles, digital texts such as blogs, discussion forums and other website material, spontaneous speech, more planned and formal spoken language, different kinds of non-fiction writing and reference material.

### 3.1.2 Section B: Directed writing

The focus of Section B is on the ability to write to a specific brief, involving the transformation of some or all of the material in Section A in order to create a new text. There will be two options available for use of the source material. Students will be credited for their ability to sustain a style of writing which is appropriate to the task chosen.

## 3.2 Language and society

Students answer two questions, one from each section.

### 3.2.1 Section A: Language and social groups: texts

Students carry out one compulsory text analysis task.

Section A focuses on the social aspects of language use, which includes the ways in which people use language to:

- express identities
- construct and maintain relationships
- mark group membership
- claim power and status
- play and entertain themselves and others.

The text(s) for analysis could be spoken, written or multimodal material, and will illustrate the social dimensions listed. Texts will be drawn from contexts where the factors above are strongly in evidence – for example, power-laden contexts such as interviews; spoken or written texts that exhort and persuade by asserting power and status; interactions between people or written texts focussing on shared interests or group affiliations; written texts or dialogues or performances where language is used for shared play and pleasure.

Students will be credited for their ability to identify how language choices contribute to:

- group rapport and shared perspectives
- assertions of power and status
- expressions of identity and relationship
- creative play and performance.

### 3.2.2 Section B: Language and social groups: writing

Students carry out one compulsory writing task. As is the case in Unit 1, the writing task in Section B is supported by the text analysis work in Section A.

Section B focuses on the skills of academic argument in written language. The essay question will require students to discuss an aspect of language and social group behaviour that connects with the data analysed in Section A.

## 3.3 Language variation

### 3.3.1 Section A: Learning language

Students answer one question, from a choice of two.

This section covers the topic of language learning, which includes both early language acquisition in young children and later language development in teenagers. Data will be provided as a starting point for each question, and could include speech, writing, or multimodal texts produced by native speakers or English as an additional language (EAL) speakers.

### 3.3.2 Section B: International English

Students answer one question, from a choice of two.

This section builds on the skills developed in Section B of Unit 2 and covers the topic of international English. Questions will set out an issue for discussion. International English is taken as a label to include both the idea of established world English and that of the more recent expansion of English globally as a lingua franca.

Students need to demonstrate the following aspects of understanding and skill across the unit as a whole:

- knowledge of the academic topic area, including different theories and approaches
- skills involved in data analysis
- skills in academic argument and evaluation of ideas.

## 3.4 Language exploration

### 3.4.1 Written unit

There are no sections in this unit. Students answer one question, from a choice of two.

Each question will provide a different set of data for students to investigate. The data will be drawn from a wide range of material, including spoken, written and multimodal sources, and may include lists of language items such as book titles or shop names or terms of address, as well as longer texts such as advertising or news articles or speech extracts. The material will be linked by a common topic or theme, building on the data analysis skills that are integral to the International AS qualification.

The task for students will be to devise a research question to suit the data given, using some or all of the data provided. No task will involve consideration of more than three texts or data sets. Students will plan and carry out an analysis, using at least two of the texts or data sets, and write up their results in the form of a report. They will be given a suggested structure for their report, as follows:

- 1. Aim(s):** A statement about the aim(s) of the investigation.
- 2. Method:** An explanation of which data has been selected and why; and how the data is to be analysed.
- 3. Analysis:** A presentation of findings, categorized as appropriate to the aim(s) and explored in detail.
- 4. Conclusion:** Conclusions drawn from the analysis and connected with the aim(s).

This unit is synoptic in that it tests all the skills that the specification as a whole aims to develop; and these same skills and aspects of knowledge are tested if students opt for the non-exam alternative:

- skills in critical thinking
- planning and organizational skills
- analytical skills
- knowledge of linguistic methods, concepts and issues
- data-handling skills
- skills of academic argument and report-writing.

### 3.4.2 Non-exam assessment (NEA)

Students carry out a language investigation by researching an aspect of language use. They devise a research question, collect their own data and analyse it. They write up the results of their research in the form of a report of approximately 2,500 words (excluding data). The skills and knowledge tested and rewarded are as above.

Students should be encouraged to pursue an area of individual interest. For example, this might include studies of:

- representations of different individuals, social groups or nationalities
- local varieties of English
- social varieties – eg special interest groups
- language and power – eg speeches, interviews
- the language of new communication technologies
- children’s language use
- norms and variations in usages of different kinds
- the language of the media
- the language of performance and play – eg drama, comedy
- language puzzles and games
- language in the environment – eg signage, shop names
- literary language – eg narrative techniques in fiction
- language rituals and routines – eg ceremonies, greetings and farewells
- code switching and mixing between English and other languages
- the language of different occupations
- historical changes in English over time.

Students are not obliged to restrict themselves to those areas that are formally taught, as the basis of the investigation is the value of student-led enquiry supported by open learning. Therefore, any area seen by supervising teachers as yielding interesting questions about language in use may be chosen. Students can ask a number of questions, which can be generated by questions such as the following:

1. A genre-based investigation: what are the distinctive features of this type of language use?
2. A function/use-based investigation: what is the language used to do?
3. An attitudes-based investigation: how do people feel about this language?
4. A user-based investigation: who uses this type of language?

Students will need to decide what kind of data they collect:

- spoken language
- written language
- multimodal language
- word lists (ie lists of new words etc)
- attitudes to language
- uses of language
- views about language.

The investigation should contain the following sections:

1. **Aim(s):** A statement about the aim(s) of the investigation.
2. **Method:** An explanation of the nature of the data, how it was collected and how it is to be analysed.
3. **Analysis:** A presentation of findings, categorized as appropriate to the topic and explored in detail.
4. **Conclusion:** Conclusions drawn from the analysis and connected with the aim(s).
5. **References.**
6. **Appendix: Data.**

## 4 Scheme of assessment

Find mark schemes, and specimen papers for new courses, on our website at [oxfordaqa.com/9670](https://www.oxfordaqa.com/9670)

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 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 English 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
- provide extended responses.

### 4.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of units		Availability of certification	
	International AS	International A2	International AS	International A-level
June 2018	✓		✓	
January 2019	✓		✓	
June 2019	✓	✓	✓	✓
January 2020 onwards	✓	✓	✓	✓
June 2020 onwards	✓	✓	✓	✓



## 4.2 Aims

Courses based on this specification should encourage students to:

- develop their creative and critical skills in producing and analysing texts
- deepen their understanding of how language varies according to context and social group membership
- gain understanding of how language is learned and how new forms of English are arising around the world
- explore data using the academic research skills that all universities value.

## 4.3 Assessment Objectives

The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives:

- AO1: Demonstrate understanding of methods, terminology, concepts and issues in English language.
- AO2: Analyse how meanings are shaped in a range of texts and data.
- AO3: Demonstrate ability to use English in different ways.

### 4.3.1 Assessment Objective weightings for International AS English Language

Assessment Objectives (AOs)	Unit weightings (approx %)		Overall weighting of AOs (approx %)
	Unit 1	Unit 2	
AO1	10	25	35
AO2	15	15	30
AO3	25	10	35
Overall weighting of units (%)	50	50	100

### 4.3.2 Assessment Objective weightings for International A-level English Language

Assessment Objectives (AOs)	Unit weightings (approx %)				Overall weighting of AOs (approx %)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	4	10	15	12	41
AO2	6	6	9	12	33
AO3	10	4	6	6	26
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: Language and context	50	20 (50)	80
Unit 2: Language and society	50	20 (50)	80
International AS qualification	–	40 (100)	160
Unit 3: Language variation	50	30	120
Unit 4: Language exploration	50	30	120
International A2 qualification	–	100	400

For more detail on UMS, see Section 6.3.

## 4.5 Non-exam assessment marking criteria

### Unit 4b: Language exploration (International A-level only)

#### Language investigation

Level	Mark	AO1: Demonstrate understanding of methods, terminology, concepts, and issues in English language AO1 in the context of this unit refers to all the aspects above	
		Performance characteristics	Indicative content
			These are examples of ways students' work might exemplify the performance characteristics in the question concerned. They indicate possible content and how it can be treated at different levels.
5	17–20	Students will: <ul style="list-style-type: none"> <li>demonstrate an overview of issues</li> <li>explore different views, approaches and interpretations.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>articulate aims, scope and focus, at the outset and with precision</li> <li>explore theoretical frameworks and match them with texts and data</li> <li>use accurate terminology that fits the requirements of the task.</li> </ul>
4	13–16	Students will: <ul style="list-style-type: none"> <li>identify different views, approaches and interpretations.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>explain aims, with scope and focus emerging as analysis proceeds</li> <li>identify and use relevant theoretical frameworks</li> <li>use mainly accurate terminology that is mostly relevant to texts and data.</li> </ul>
3	9–12	Students will: <ul style="list-style-type: none"> <li>show knowledge of relevant concepts and issues.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>offer straightforward aims with little or no discussion of scope and focus</li> <li>use theoretical frameworks that are partly relevant but do not entirely meet the needs of the task</li> <li>use terminology with partial relevance and accuracy.</li> </ul>
2	5–8	Students will: <ul style="list-style-type: none"> <li>show familiarity with the area of study.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>describe aims, but with some difficulty – for example, offering aims that are unworkable</li> <li>refer to theoretical frameworks without being able to apply them to any extent</li> <li>attempt to use terminology, but with limited relevance and accuracy.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO1: Demonstrate understanding of methods, terminology, concepts, and issues in English language</b> <b>AO1 in the context of this unit refers to all the aspects above</b>	
		<b>Performance characteristics</b>	<b>Indicative content</b>
			These are examples of ways students' work might exemplify the performance characteristics in the question concerned. They indicate possible content and how it can be treated at different levels.
<b>1</b>	1–4	Students will: <ul style="list-style-type: none"> <li>● discuss issues anecdotally without specialist knowledge.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>● simply describe texts or data with no aims or overview</li> <li>● lack any theoretical framework</li> <li>● use no terminology</li> <li>● misunderstand the task (1–2).</li> </ul>
<b>0</b>	0	Nothing relevant written.	Nothing relevant written.

Level	Mark	AO2: Analyse how meanings are shaped in a range of texts and data	
		Performance characteristics	Indicative content
			These are examples of ways students' work might exemplify the performance characteristics in the question concerned. They indicate possible content and how it can be treated at different levels.
5	17–20	Students will: <ul style="list-style-type: none"> <li>● evaluate use of language and representations according to context</li> <li>● explore analysis within wider social and cultural contexts.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>● recognise complexity of patterning in texts and data</li> <li>● explore meanings as negotiated</li> <li>● show open-mindedness in interpretations</li> <li>● use detailed examples to explore ideas of language as a social and cultural phenomenon.</li> </ul>
4	13–16	Students will: <ul style="list-style-type: none"> <li>● analyse how language choices create meanings and representations</li> <li>● analyse how aspects of context work together to affect language use.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>● trace patterns in texts and data</li> <li>● explain meanings as shaped by contextual factors</li> <li>● demonstrate understanding of context as an interplay of factors</li> <li>● offer good examples to support analytical points.</li> </ul>
3	9–12	Students will: <ul style="list-style-type: none"> <li>● interpret significance of specific choices of language according to context</li> <li>● link specific language choices with an aspect of context.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>● offer a straightforward account of texts or data</li> <li>● see meanings as more fixed than negotiated</li> <li>● explain context in some reasonable but obvious ways</li> <li>● offer some evidence to support interpretations.</li> </ul>
2	5–8	Students will: <ul style="list-style-type: none"> <li>● identify distinctive features of language and significant aspects of context.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>● focus in detail on a limited area of analysis</li> <li>● identify some meanings but without subtlety</li> <li>● see context as one dimensional or as very broad</li> <li>● offer limited evidence to support interpretations.</li> </ul>
1	1–4	Students will: <ul style="list-style-type: none"> <li>● paraphrase or describe content of texts</li> <li>● misunderstand text or context.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>● make one or two superficial points about the texts or data</li> <li>● offer no evidence for any comment</li> <li>● misunderstand the task by responding to the content or subject matter (1–2).</li> </ul>
0	0	Nothing relevant written.	Nothing relevant written.

Level	Mark	AO3: Demonstrate ability to use English in different ways	
		Performance characteristics	Indicative content
			These are examples of ways students' work might exemplify the performance characteristics in the question concerned. They indicate possible content and how it can be treated at different levels.
5	9–10	Students will: <ul style="list-style-type: none"> <li>● use form expertly</li> <li>● use and sustain register, effective for context</li> <li>● show outstanding technical control.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>● guide the reader through a line of argument by using clear signposting</li> <li>● make effective connections between points and paragraphs</li> <li>● write with clarity and accuracy throughout.</li> </ul>
4	7–8	Students will: <ul style="list-style-type: none"> <li>● use form convincingly</li> <li>● use register, effective for context</li> <li>● show skilful technical control.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>● demonstrate a line of argument</li> <li>● cover points in a well organised way</li> <li>● write with clarity and accuracy, showing only an occasional error or lapse.</li> </ul>
3	5–6	Students will: <ul style="list-style-type: none"> <li>● use form competently</li> <li>● use register, mainly effectively, for context</li> <li>● show competent technical control.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>● communicate with clear topics and paragraphs</li> <li>● group points in a sensible way</li> <li>● write with general clarity and accuracy.</li> </ul>
2	3–4	Students will: <ul style="list-style-type: none"> <li>● use form with some lack of control</li> <li>● use register appropriate for context at times</li> <li>● show basic technical control.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>● attempt an academic format, with uneven result</li> <li>● achieve an academic style but inconsistently</li> <li>● show lapses in clarity and accuracy.</li> </ul>
1	1–2	Students will: <ul style="list-style-type: none"> <li>● use form limited to simple elements</li> <li>● shape language broadly for context</li> <li>● show limited technical control.</li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>● make some points but with little or no organisation</li> <li>● attempt a formal style, with limited success</li> <li>● lack clarity and accuracy, impeding communication.</li> </ul>
0	0	Nothing relevant written.	Nothing relevant written.

## 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:

‘Language exploration’ which consists of one language investigation (International A-level only).

We are committed to working with schools to deliver non-exam assessments of the highest quality and have developed practices and procedures that support this aim. We will maintain those same high standards through their use for OxfordAQA Exams. The head of the school or college is responsible for making sure that NEA is conducted in line with our instructions.

For more information on the administration of the non-exam assessment, please refer to the Non-exam assessment guidance section of the Exam Administration page on 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 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](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 should use the following subject award entry codes:

Qualification title	OxfordAQA Exams entry code
OxfordAQA International Advanced Subsidiary English Language	9671
OxfordAQA International Advanced Level English Language	9672

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)

You should use the following unit entry codes:

Unit 1 – EN01

Unit 2 – EN02

Unit 3 – EN03

Unit 4 – EN04A/EN04B

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.

### 6.2 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.



## 6.3 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.

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 and Unit 2	International AS English Language	Unit 3 and Unit 4	A2 units	International A-level English Language
Maximum uniform mark	80	160	120	240	400
A*			108–119	216–240	*See note below
A	64–80	128–160	96–107	192–215	320
B	56–63	112–127	84–95	168–191	280 – 319
C	48–55	96–111	72–83	144–167	240 – 279
D	40–47	80–95	60–71	120–143	200 – 239
E	32–39	64–79	48–59	96–119	160 – 199

\* For the award of grade A\*, a student must achieve grade A in the full International A-level qualification and a minimum of 216 uniform marks in the aggregate of units 3 and 4.

## 6.4 Re-sits

Unit results remain available to count towards certification, whether or not they have already been used, provided the specification remains valid. Students can re-sit 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 re-sitting 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.

## 6.5 Previous learning and prerequisites

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

## 6.6 Access to assessment: equality and inclusion

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

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

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

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

## 6.7 Working with us for the first time

You will need to apply to become an OxfordAQACentre 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)

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](https://oxfordaqa.com/contact-us)  
or email [info@oxfordaqa.com](mailto:info@oxfordaqa.com)

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