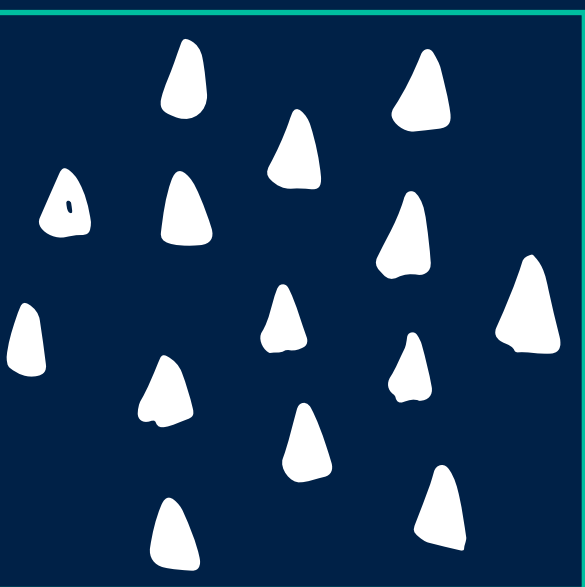


International AS and A-level **Chinese – First Language**

(9680) Specification



For teaching from September 2026 onwards

For International AS and A-level exams

May/June 2027 onwards

For teaching and examination outside
the United Kingdom

Contents

1	Introduction	4
1.1	Why choose OxfordAQA International GCSEs?	4
1.2	Why choose our International AS and A-level Chinese?	4
1.3	Recognition	4
1.4	The Oxford International Programme learner attributes	5
1.5	Support and resources to help you teach	6
2	Specification at a glance	7
2.1	Subject content	7
2.2	Assessments	8
3	Subject content	10
3.1	Themes	10
3.2	Grammar	12
3.3	Works	12
4	Scheme of assessment	14
4.1	Availability of assessment units and certification	14
4.2	Aims and learning outcomes	14
4.3	Assessment Objectives	15
4.4	Assessment weightings	16
4.5	Unit 1: Listening and writing	16
4.6	Unit 2: Reading	17
4.7	Unit 3: Short-form literature and writing	17
4.8	Unit 4: The novel and writing	18
5	General administration	19
5.1	Entries and codes	19
5.2	Overlaps with other qualifications	19
5.3	Awarding grades and reporting results	20
5.4	Resits	20
5.5	Previous learning and prerequisites	20

5.6	Access to assessment: equality and inclusion	21
5.7	Working with OxfordAQA for the first time	21
5.8	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/9680**
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose OxfordAQA International AS and A-level?

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 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 Chinese - First Language?

We have worked closely with teachers to develop a relevant, engaging and up-to-date Chinese specification to inspire, motivate and challenge students regardless of their academic ability.

We're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

This specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students to the study of languages and to deliver the assessments and results you and your students deserve.

Our specification offers students a firm foundation of the knowledge and skills required for further study and future employment.

You can find out about all our International Chinese qualifications at oxfordaqa.com/9680

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) 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.

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

1.4 The Oxford International Programme learner attributes

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

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

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



1.5 Support and resources to help you teach

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

Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence
- training and support to help you deliver our qualifications
- student textbooks that have been checked and approved by us

Preparing for assessment

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

- exemplar standardisation projects.
- exemplar commentaries

Analyse your students' results with Data Insights

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. Data Insights, 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/9680**

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

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

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

2 Specification at a glance

The titles of the qualification are:

- OxfordAQA International Advanced Subsidiary Chinese – First Language
- OxfordAQA International Advanced Level Chinese – First 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.

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 A2 assessments.

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

Core content

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

Theme 1: Society (page 11)

Theme 2: Education and work (page 12)

Theme 3: Culture (page 12)

Theme 4: Science and technology (page 12)

Theme 5: Global dimension (page 12)

2.2 Assessments

AS

Unit 1: Listening and writing	+	Unit 2: Reading
What's assessed <p>Understanding and responding to different types of spoken language.</p> <p>Communicating effectively in writing for a variety of purposes.</p> <p>A mixture of structured and open-ended tasks.</p>		What's assessed <p>Understanding and responding to different types of written language.</p> <p>A mixture of structured and open-ended tasks.</p>
How it's assessed <p>Written exam: 1 hour 15 minutes</p> <p>50 marks</p> <p>50% of AS</p> <p>20% of A-level</p> <p>The exam includes 5 minutes' reading time of the question paper before the listening stimuli are played.</p>		How it's assessed <p>Written exam: 1 hour 45 minutes</p> <p>50 marks</p> <p>50% of AS</p> <p>20% of A-level</p>
Questions <p>Section A: Listening – 20 marks. Questions in Chinese, to be answered in Chinese or non-verbally</p> <p>Section B: Writing – 30 marks. Questions in Chinese, to be answered in Chinese</p>		Questions <p>Section A: Chinese language – 30 marks.</p> <p>Section B: Critical reading – 20 marks.</p> <p>Questions in Chinese, to be answered in Chinese or non-verbally</p>

A2

Unit 3: Short-form literature and writing	+	Unit 4: The novel and writing
What's assessed <p>Students answer one question from each section.</p> <p>Choice between a poem or a short story question.</p> <p>Communicating effectively in writing to produce an open letter.</p>		What's assessed <p>Students answer one question from each section.</p> <p>Choice of one of three specified novels.</p> <p>Communicating effectively in writing to produce a narrative.</p>
How it's assessed <p>Written exam: 2 hours</p> <p>60 marks</p> <p>30% of A-level</p>		How it's assessed <p>Written exam: 2 hours</p> <p>60 marks</p> <p>30% of A-level</p>
Questions <p>Section A: Poem or Short story – 30 marks. A choice of one of two questions.</p> <p>Section B: Open Letter – 30 marks. A choice of one of two scenarios</p> <p>Questions in Chinese, to be answered in Chinese.</p>		Questions <p>Section A: Novel – 30 marks. A choice of one of three questions.</p> <p>Section B: Narrative composition – 30 marks. A choice of one of two prompts.</p> <p>Questions in Chinese, to be answered in Chinese.</p>

3 Subject content

The content of the specification has been designed to be studied over two years. The suggestions below relating to content for year one and content for year two are based on the knowledge that the course will generally be taken over two years. Schools and colleges are free to choose how and when to cover the content.

Students following this specification will develop their language knowledge, understanding and skills through:

- listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers
- reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary
- understanding the main points, meaning and detail from spoken and written material
- inferring meaning from complex spoken and written material, including factual and abstract content
- assimilating and using information from spoken and written sources, including material from online media
- summarising information from spoken and written sources, reporting key points and subject matter in speech and writing

Students must also study eight poems or three short stories, and they must study one novel from the lists in this specification. They must appreciate, analyse and be able to respond critically in writing in Chinese characters to the works they have studied. Their understanding of the works must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied.

3.1 Themes

3.1.1 Theme one: Society

Theme one covers the following topics. Students are expected to have studied these topics using a range of sources, including materials from online media.

- Social issues and trends
- Health and well-being
- Economic development
- The media
- Transport and infrastructure

3.1.2 Theme two: Education and work

Theme two covers the following topics. Students are expected to have studied these topics using a range of sources, including materials from online media.

- School life and routines
- Preparing for exams
- Higher and further education

- Lifelong learning
- Work, career and ambitions

3.1.3 Theme three: Culture

Theme three covers the following topics. Students are expected to have studied these topics using a range of sources, including materials from online media.

- Entertainment
- Arts and literature
- Celebrity culture
- Fashion
- Travel and tourism
- Regional and ethnic diversity

3.1.4 Theme four: Science and technology

Theme four covers the following topics. Students are expected to have studied these topics using a range of sources, including materials from online media.

- Social media
- Artificial intelligence
- Technology in education and work
- Scientific research and innovation

3.1.5 Theme five: Global issues

Theme five covers the following topics. Students are expected to have studied these topics using a range of sources, including materials from online media.

- Climate change
- Environmental issues
- Sustainable living
- Poverty

3.2 Grammar

Knowledge of Chinese grammar and writing

A level students will be expected to have acquired knowledge and understanding of Chinese grammar and writing during their course. In the exams they will be required to demonstrate and apply their knowledge and understanding, appropriate to the type of question. These skills are required to be more consolidated than at GCSE and therefore students will be expected to display a higher level of competency with the language.

词类：实词、虚词、名词、动词、形容词、数词、量词、代词、副词、介词、连词、助词、拟声词

词组：联合、主谓、动宾、偏正、数量、补充、方位、同位、固定、介词、‘的’字结构

单句：主谓句、非主谓句、陈述句、疑问句、祈使句、感叹句

复句：并列复句、偏正复句、紧缩句

修辞：比喻、比拟、夸张、借代、双关、反语、设问、反问、对偶、排比、层递、反复、对比

写作手法：叙述、描写、说明、议论、抒情

3.3 Works

Students must study either eight poems or three short stories for Unit 3. Students must study one of the three novels available for Unit 4. Abridged editions should not be used. The study should primarily focus on textual analysis, however, students are also expected to explore the historical and literary context of the works.

Unit 3: Short-form literature and writing

Students must study **either** the eight poems **or** the three short stories from the table below.

Poems	OR	Short-stories
1. 《天上的街市》郭沫若		1. 《百合花》茹志娟
2. 《纸船》冰心		2. 《北京折叠》郝景芳
3. 《再别康桥》徐志摩		3. 《我的遥远的清平湾》史铁生
4. 《秋天》何其芳		
5. 《黄河颂》光未然		
6. 《你是人间的四月天》林徽因		
7. 《我看》穆旦		
8. 《祖国啊，我亲爱的祖国》舒婷		

Unit 4: The novel and writing

Students must study **one** of the novels from the table below.

Novels	
1.	《边城》 沈从文
2.	《活着》 余华
3.	《家》 巴金

4 Scheme of assessment

Find mark schemes, and specimen papers for new courses, on our website at oxfordaqa.com/9680

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.

This specification is available in English only. The assessments are available in simplified characters only. The listening audio is available in spoken Mandarin only.

Students should respond using either simplified or traditional characters, i.e. students should be consistent in using one or the other. Student responses in Pinyin will **not** be accepted.

Our International AS and A-level exams in Chinese – First 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

Exams 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 2027 onwards	✓	✓	✓	✓
January 2028 onwards	✓	✓	✓	✓

4.2 Aims and learning outcomes

Courses based on this specification should encourage students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- develop control of the language system to convey meaning, using written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- engage critically with intellectually stimulating texts, poems, short stories, novels and other materials in the target language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken

- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment
- develop their capacity for critical and analytical thinking through the language of study.

4.3 Assessment Objectives

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

- AO1: understand and summarise ideas, details, opinions, emotions and meaning from spoken sources
- AO2: understand and analyse ideas, details, opinions, emotions and meaning from written texts.
- AO3: produce coherent writing that organises ideas, presents viewpoints and develops arguments using a range of linking devices, lexical structures and appropriate vocabulary
- AO4: demonstrate technical accuracy in grammar, punctuation and character writing
- AO5: communicate the key concepts and issues encountered in the written works by analysing and evaluating in writing

4.3.1 Assessment Objective weightings for International AS Chinese – First Language

Assessment Objectives	Unit weightings (approx %)		Overall weighting of AOs (approx %)
	Unit 1	Unit 2	
AO1	20	0	20
AO2	0	50	50
AO3	25	0	25
AO4	5	0	5
AO5	0	0	0
Overall weighing of components (%)	50	50	100

4.3.2 Assessment Objective weightings for International A-level Chinese – First Language

Assessment Objectives	Unit weightings (approx %)				Overall weighting of AOs (approx %)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	8	0	0	0	8
AO2	0	20	0	0	20
AO3	10	0	12.5	12.5	35
AO4	2	0	2.5	2.5	7
AO5	0	0	15	15	30
Overall weighing 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	50	50	80
Unit 2	50	50	80
International AS qualification		100	160
Unit 1	50	20	80
Unit 2	50	20	80
Unit 3	60	30	120
Unit 4	60	30	120
International A-level qualification		100	400

4.5 Unit 1: Listening and writing

50 marks; 1 hour 15 minutes (including 5 minutes' reading time for the Listening section of the paper).

There are two sections to this paper. Students are required to answer all questions in both sections. Students are tested on their ability to understand and respond to different types of spoken and written language.

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

Section A: Listening (20 marks)

Question 1 (10 marks) – non-verbal responses based on five speaking stimuli.

Question 2 (10 marks) – short response questions answered in Chinese characters based on a monologue/dialogue of approximately three minutes.

- The test will be studio recorded using native speakers speaking Mandarin in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- The content of the passages will be based on the themes and topics in this specification.
- Questions will target main points, gist and detail and will require either selective responses or responses in characters. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.

- Students will be allowed to make notes at any time during the test.

Section B: Writing (30 marks)

Students are required to write a discursive or argumentative essay in response to an issue raised in the monologue/dialogue in Question 2 of Section A.

Students should respond to the prompt given. They may, using their own words, make reference to the points raised in the monologue/dialogue, however, they may not transcribe more than two consecutive sentences.

Students are expected to write approximately 300 characters but, provided the task is completed, the number of characters is not important.

4.6 Unit 2: Reading

50 marks; 1 hour 45 minutes

There are two sections in this paper and students are required to answer all questions in both sections. Students are tested on their ability to understand and respond to different types of written language.

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

Section A: Chinese language (30 marks)

Questions 1 and 2 (16 marks): Students will be assessed on their understanding of Chinese idioms. In the first question, students will select the correct idiom that fits the explanation provided in the task. In the second question, students will be required to give definitions for idioms provided.

Question 3 (8 marks): Students will be required to use their knowledge of Chinese vocabulary and syntax to complete a cloze test. An unseen text of approx. 300 characters will be provided and students select the appropriate words to fill in the gaps.

Question 4 (6 marks): Students will be required to read one short text and twelve short statements. Candidates are required to choose the correct statements based on the information provided in the text.

Section B: Critical reading (20 marks)

Students will be given a single literary text for close study. The text will be approximately 900 characters. Students will be required to answer comprehension questions, analyse writing techniques used by the author and evaluate their effectiveness, and respond to a question in relation to the whole text.

4.7 Unit 3: Short-form literature and writing

60 marks; 2 hours

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

The poem assessed will be taken from Section 3.3 Works. The text of the poem assessed will be provided in the examination paper. Students may **not** bring a copy of their poems into the exam.

The short story assessed will be taken from Section 3.3 Works. The text of the short story assessed will not be provided in the examination paper. Students may bring a copy of all three short story texts into the exam. These texts must **not** be annotated and must **not** contain any additional notes or materials.

Section A: Poem or short story (30 marks)

Question 1 or Question 2 – Students choose either a question about one poem or a question about one short story. For each task in this section, students are asked to comment on aspects of the poem or short story.

Students are expected to write approximately 500 characters but, provided the task is completed, the number of characters is not important.

Section B: Open letter (30 marks)

Question 3 or Question 4 – Students are required to write an open letter in response to one of two scenarios provided. Students will be expected to clearly present a strong position on the scenario and persuade the reader on a particular point of view.

Students are expected to write approximately 350 characters but, provided the task is completed, the number of characters is not important.

4.8 Unit 4: The novel and writing

60 marks; 2 hours

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

The novel assessed will be taken from Section 3.3 Works. Students may bring a copy of the novel into the exam. These texts must **not** be annotated and must **not** contain any additional notes or materials.

Section A: Novel (30 marks)

Question 1, Question 2 or Question 3 – Students respond to one question on their chosen novel. Students are expected to display detailed knowledge of the text and to show awareness of how the author conveys the message of the work.

Students are expected to write approximately 500 characters but, provided the task is completed, the number of characters is not important.

Section B: Creative writing (30 marks)

Question 4 or Question 5 – A narrative piece of writing tells a story containing a sequence of connected events which may be real or imaginary. Students are required to write an imaginative composition in response to one of two starter sentences given.

Students are expected to write approximately 500 characters but, provided the task is completed, the number of characters is not important.

5 General administration

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

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

For any immediate enquiries please contact info@oxfordaqa.com

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

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

5.1 Entries and codes

You should use the following subject award entry codes:

Qualification title	OxfordAQA entry code
OxfordAQA International Advanced Subsidiary Chinese – First Language	9681
OxfordAQA International Advanced Level Chinese – First Language	9682

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 – CN01

Unit 2 – CN02

Unit 3 – CN03

Unit 4 – CN04

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 Chinese - First Language	Unit 3	Unit 4	International A-level Chinese - First Language
Maximum uniform mark	80	80	160	120	120	400
A*						* See note below
A	64 - 80	64 - 80	128 - 160	96 - 120	96 - 120	320 - 400
B	56 - 63	56 - 63	112 - 127	84 - 95	84 - 95	280 - 319
C	48 - 55	48 - 55	96 - 111	72 - 83	72 - 83	240 - 279
D	40 - 47	40 - 47	80 - 95	60 - 71	60 - 71	200 - 239
E	32 - 39	32 - 39	64 - 79	48 - 59	48 - 59	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 Unit 3 and Unit 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, so 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.

However, we recommend that students should have the skills and knowledge associated with a first language GCSE Chinese course or equivalent.

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.



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