

*International GCSE*

# Arabic – First Language

(9267) Specification



**For teaching** from September 2026 onwards

**For exams** May/June 2028 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/9267](https://oxfordaqa.com/9267)
- We will write to you if there are significant changes to the specification.

# 1 Introduction

## 1.1 Why choose OxfordAQA for 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 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](https://oxfordaqa.com)

## 1.2 Why choose our International GCSE Arabic – First Language?

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

Our objective is to enable students of all abilities to develop their Arabic language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

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.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to 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 our International GCSE Arabic – First Language qualification at [oxfordaqa.com/9267](https://oxfordaqa.com/9267)

## 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://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](https://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
- command words with exemplars.

### 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 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/9267](https://oxfordaqa.com/9267)

You can contact the subject team directly at [info@oxfordaqa.com](mailto: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 title of the qualification is:

- Oxford AQA International GCSE Arabic – First Language.

This qualification is linear. Linear means that students will sit all their exams at the end of the course. The guided learning hours (GLH) for this qualification are 120–140. 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 1: Identity and culture (page 10)
- Theme 2: Local, national, international and global areas of interest (page 10)
- Theme 3: Current and future study and employment (page 11)



## 2.2 Assessment

Paper 1: Reading comprehension and grammar	+	Paper 2: Writing
<b>What's assessed</b>  Understanding and responding to different types of written language.		<b>What's assessed</b>  Communicating effectively in writing for a variety of purposes.
<b>How it's assessed</b>  Written exam: 2 hours  50 marks  50% of GCSE		<b>How it's assessed</b>  Written exam: 1 hour 45 minutes  50 marks  50% of GCSE
<b>Questions</b>  <b>Section A</b> – 20 marks.  Reading comprehension questions in Arabic based on a stimulus text.  <b>Section B</b> – 15 marks.  Reading comprehension (5 marks) and summary (10 marks) questions based on two stimulus texts.  <b>Section C</b> - 15 marks  Grammar questions related to Arabic syntax and morphology.  Questions to be answered in Arabic or non-verbally.		<b>Questions</b>  Two extended writing tasks of approximately 350 to 400 words – 25 marks each.  Students will answer two questions from a choice of five.  Questions in Arabic to be answered in Arabic.

## 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 Arabic 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 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 Scope of study

### 3.2.1 Reading comprehension

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognizing the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in extended written text and authentic sources
- demonstrate understanding by being able to scan for information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- summarise sentences and short texts in Arabic to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

### 3.2.2 Writing

This is assessed in Paper 2, which provides students a choice of five questions focusing on different forms of writing such as an essay, a narrative or story, an article, or a letter/email. Please note that this list is not exhaustive.

Students are expected to be able 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 extended responses 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 different purposes, including using appropriate style and register into paragraphs
- express opinions, ideas and more complex use of the language, as appropriate, to express and justify individual thoughts and points of view.

### 3.3 Grammar

Students will be expected to have acquired knowledge and understanding of Arabic grammar during their course. In the exam they will be required to apply their knowledge and understanding, drawing from the following list.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

Students will only be assessed on the grammar listed below.

Declinable and indeclinable noun	المعرب والمبني
Definite and indefinite	المعرفة والنكرة
Primary case endings of the nouns	علامات الإعراب الأصلية: الضمة - الفتحة - الكسرة
Secondary case endings of the nouns	علامات الإعراب الفرعية
Feminine sound plural	جمع المؤنث السالم: علامة النصب فيه الكسرة
Diptotes	الممنوع من الصرف: علامة الجرّ فيه الفتحة
<b>The five nouns</b>	<b>الأسماء الخمسة أبوك، أخوك، حموك، فوك، ذو ، كل العلامات فيها فرعية:</b>
Nominative case	علامة الرفع الواو
Accusative case	علامة النصب الألف
Genitive case	علامة الجرّ الياء
<b>Masculine sound plural</b>	<b>جمع المذكر السالم:</b>
Nominative case	علامة الرفع الواو

Accusative case علامة النصب الياء

Genitive case علامة الجرّ الياء

**Dual** **المثنى:**

Nominative case علامة الرفع الألف

Accusative case علامة النصب الياء

Genitive case علامة الجرّ الياء

**Nominative case nouns** **المرفوعات من الأسماء:**

Subject in a nominal sentence المبتدأ

Object الخبر

Subject in a verbal sentence الفاعل

Deputy subject (pro-agent) نائب الفاعل

Noun of *Kāna* and its sisters اسم كان وأخواتها

*Khabar Inna* and its sisters خبر إنّ وأخواتها

**Accusative case nouns** **المنصوبات من الأسماء:**

Noun of *Inna* and its sisters اسم إنّ وأخواتها

*Khabar Kāna* and its sisters خبر كان وأخواتها

Object in a verbal sentence	المفعول به
Adverb of time and place	المفعول فيه
Adverbial qualification of purpose	المفعول لأجله
Noun which comes after <i>Waw al ma'iyah</i>	المفعول معه
The absolute object/ cognate accusative	المفعول المطلق
Adverb of manner	الحال
Accusative of specification <i>Tamiyyiz</i>	التمييز
The exempted noun	المستثنى
The vocative	المنادى
<b>Genitive case nouns</b>	<b>المجرورات:</b>
<i>Idāfa</i> /Possessive	المضاف إليه
The noun preceded by a preposition	المسبوق بحرف جرّ
<b>Nouns of dependent declension</b>	<b>التوابع:</b>
The descriptive/adjective	النعت
A noun denoting emphasis	التوكيد
A noun in apposition of another/substitute	البدل

A noun joined to another by a conjunction

المعطوف

## Pronouns

## الضمائر

Hidden pronoun

ضمير مستتر

Detached nominative pronouns

ضمائر الرفع المنفصلة

Possessive pronouns

الضمائر المتصلة

The demonstrative pronouns

أسماء الإشارة

The relative pronouns

أسماء الموصولة

The interrogative particles

أسماء الاستفهام

Verb nouns

أسماء الأفعال

Diptotes

الممنوع من الصرف

A noun ending with *Alif maqsura*

اسم المقصور

A noun ending with *Ya*

اسم المنقوص

## Verbs

## الأفعال

Past tense verb

الفعل الماضي

Present tense verb

الفعل المضارع:

The particles which introduce the verb in accusative case

نواصب الفعل المضارع هي: أن، لن، إذن، كي،

The particles which introduce the verb in the  
jussive case

جوازم الفعل المضارع قسمان: قسم يجزم فعلاً مضارعاً واحداً، وقسم يجزم فعلين، أما القسم الذي يجزم فعلاً مضارعاً واحداً فأدواته: لم، ولما، وألم، وألما، ولا الناهية، ولا الدعائية، ولام الأمر. والقسم الثاني - أدوات تجزم فعلين، وهي ثلاث عشرة أداة؛ هي: إن، مهما، ما، إذما، أي، متى، أين، أيان، أئى، حيثما، كيفما، من، إذا.

Verbs of affectivity

أفعال القلوب  
وجد، ألقى، درى، جعل، عدّ، زعم، ظنّ، حسب،  
خال، رأى، علم

Verbs of praise and criticism

أفعال المدح والذم: نِعَمَ، حَبَّذَا، بئس، ساء

Verbs of certainty

أفعال اليقين

Passive voice verbs

الفعل مبني للمجهول

Sound, doubled, weak verbs

الفعل السالم، المضعّف، المعتل

Hamazated verbs

المهموز

Imperative verbs

فعل الأمر

Verbs of wonder

فعل التعجب

Conditional particles

أدوات الشرط

Negative particles

أدوات النفي

Hijazi mā

ما الحجازية



*Lam al-Muzahlaqa*

لام المزحلقة

## Arabic derivatives

## المشتقات

The active participle, the passive participle,  
comparative & superlative,  
the locative noun, the utilitarian noun,  
hyperbolic participle, resembling participle

اسم الفاعل، اسم المفعول، اسم التفضيل، اسم الزمان  
والمكان، اسم الآلة، مصدر الهيئة، مصدر المرة

Verbal Nouns

مصادر

The exception

الاستثناء

The grammar for using Arabic numbers

أحكام العدد والمعدود

The if of surprise

إذا الفجائية

The absolute categorical negation

لا النافية للجنس

Conditional

أدوات الشرط الجازمة وأدوات الشرط غير الجازمة

### 3.4 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Paper 1: Reading comprehension and grammar. The list is indicative, not exhaustive.

English	Arabic
Read Text A and then answer questions one and two:	اقرأ النص أ ثم أجب عن السؤال الأول والثاني:
Read Text B and then answer question three.	اقرأ النص ب ثم أجب عن السؤال الثالث.
Summarise Text B in your own words and state the main points of the text.	لخص النص ب بكلماتك الخاصة واذكر فيه النقاط الرئيسية للنص.
Summarise the last three paragraphs of the second text in 5 points.	لخص المقاطع الثلاثة الأخيرة من النص ب في ٥ نقاط.
Read Text C and then select an example of each of the following grammatical rules:	اقرأ النص ج ثم استخرج منه مثالاً لكل قاعدة من القواعد النحوية التالية:
Give an example for the following grammatical rule in a meaningful sentence:	هات مثالاً للقواعد النحوية التالية في جملة مفيدة:
Complete the following sentences by choosing one of the options below.	أكمل الجمل التالية باختيار أحد الخيارات أدناه.
Read the following then analyse the grammar of the underlined words:	اقرأ التالي ثم أعرب ما تحته خط:

The following is a guide to the sort of rubrics and instructions which will be used in Paper 2: Writing. This list is not indicative, not exhaustive.

English	Arabic
Answer two questions from Question 01-05 using the answer booklet provided.	أجب عن سؤالين اثنين من الأسئلة ١-٥ مستخدماً ورقة الإجابات المرفقة.
For each question, write between 350-400 words.	اكتب ما بين ٣٥٠ إلى ٤٠٠ كلمة لكل سؤال.

## 4 Scheme of assessment

Find mark schemes, and specimen papers for new courses, on our website at [oxfordaqa.com/9267](https://oxfordaqa.com/9267)

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 2028 and then every May/June and November for the life of the specification.

Our GCSE exams in Arabic – 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 Aim and learning outcomes

Courses based on this specification should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire knowledge, skills and ways of thinking through the ability to understand and respond to authentic written material
- develop control of the language system to convey meaning and written skills, including an extended range of vocabulary, as increasingly confident, accurate and independent users of the language
- enhance their linguistic skills and develop their knowledge and understanding of the language.

### 4.2 Assessment Objectives

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

- AO1: Understand, interpret, and respond effectively to written language, demonstrating comprehension.
- AO2: Use and manipulate language, employing a range of vocabulary and grammatical structures to communicate meaning accurately.
- AO3: Express ideas, opinions, and information clearly, adapting style and register for a variety of purposes, audiences.

#### 4.2.1 Assessment Objective weightings

Assessment objectives	Component weightings (approx. %)		Overall weighting of AOs (approx. %)
	Unit 1	Unit 2	
AO1	25%	0%	25%
AO2	25%	20%	45%
AO3	0%	30%	30%
Overall weighting of units (%)	50%	50%	100%

## 4.3 Assessment weightings

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Reading comprehension and grammar	50	X1	50
Paper 2: Writing	50	X1	50
Total scaled mark			100

## 4.4 Paper 1 – Reading comprehension and grammar

50 marks, 2 hours

Different types of written language will be used, including:

- authentic and culturally relevant texts
- fiction, including prose extracts
- non-fiction, including personal communication, public information and factual texts.

An example will be provided on the question paper only where it is necessary to indicate to students how a particular question should be answered.

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

Marks will be allocated in the following way:

### Section A – Questions 1 & 2 (20 marks) – AO1

Reading comprehension questions in Arabic, to be answered in Arabic or non-verbally through multiple-choice questions based on a reading stimulus text (Text A) in Arabic. Students' understanding of written language will be tested by a range of question types in Arabic.

### Section B – Question 3 (15 marks) – AO1 (5 marks), AO2 (10 marks)

Reading comprehension questions in Arabic, based on a reading stimulus text (Text B) in Arabic, to be answered in Arabic or non-verbally.

Students will also be tested on their ability to summarise Text B.

### Section C – 15 marks – AO2

Students will be tested on their knowledge of Arabic grammar.

Question 4 (3 marks) requires students to extract three examples of Arabic grammar from a stimulus text (Text C).

Question 5 (4 marks) requires students to give examples of grammatical rules in a meaningful sentence.

Question 6 (4 marks) requires students to answer a series of multiple-choice questions.

Question 7 (4 marks) requires students to analyse the grammar in an unseen sentence.

## 4.5 Paper 2 – Writing

50 marks, 1 hour 45 minutes

Students are required to write in Arabic.

- Access to dictionaries is not permitted at any time during the test.
- All questions are in Arabic.

Marks will be allocated in the following way:

Students are required to write two pieces of extended writing from a choice of five (25 marks each), demonstrating their ability to produce clear and coherent extended response that present facts, ideas and opinions effectively. The task assesses their ability to manipulate language creatively by adapting diverse structures and vocabulary while maintaining an appropriate style and register. This is linked to AO3, and is worth 15 of the 25 marks for each question.

Furthermore, students must accurately use a variety of vocabulary and grammatical structures, including complex forms, to describe and narrate events across past, present, and future timelines. They should independently express and justify their thoughts and opinions, using the language to express and justify their thoughts and opinions, using Arabic to engage, inform, or persuade the reader. This is linked to AO2, and is worth 10 of the 25 marks for each question.

Students are expected to write approximately 350-400 words per question, but provided the task is completed, the number of words 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](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.**

### 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Qualification title	OxfordAQA entry code
OxfordAQA International GCSE Arabic – First Language	9267

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.

### 5.2 Overlaps with other qualifications

There are no overlaps with other AQA or OxfordAQA qualifications.

### 5.3 Awarding grades and reporting results

In line with UK GCSEs, this 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.

To find out more about the new grading system, visit our website at [oxfordaqa.com](https://oxfordaqa.com)

### 5.4 Resits

Students can retake the whole qualification as many times as they wish. This is a traditional linear specification; individual components cannot be resat.

You only need to make one entry for each qualification – this will cover all the question papers and certification.

## 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, as a first language qualification we recommend that students should have prior experience of Arabic either at school, at home or within their community.

## 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 will be 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](https://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](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.



## Developing skills. *Building success.* Accessing universities worldwide.

Thank you for choosing OxfordAQA. Our globally recognised International GCSE and A-level qualifications blend subject knowledge with higher-order critical thinking skills – to encourage curiosity, independent thinking and a deeper understanding of the world.

These are the skills that will help students succeed in exams, thrive at university and be ready for life.

We look forward to supporting you and your students on this journey.

### 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)