

OxfordAQA

International GCSE

English Language (9270)

Switching guide

Switching from Pearson Edexcel International or Cambridge International Examinations to Oxford International AQA Examinations

Topic by topic comparison

OxfordAQA specification (9270)		Pearson-Edexcel has two options at GCSE English Language	
Cambridge specification (0500)		Pearson Edexcel specification A (4EA1)	Pearson Edexcel specification B (4EB1)
Speaking and listening			
Optional endorsement Not compulsory and does not contribute to a student's final International GCSE English Language grade. Students who complete the Speaking and Listening endorsement will receive a separate endorsement, graded Pass, Merit or Distinction, with Distinction being the highest.	Optional endorsement Not compulsory and does not contribute to a student's final International GCSE English Language grade. Students who complete the Speaking and Listening endorsement will receive a separate endorsement, graded 1-5, with 5 being the highest.	Optional endorsement Not compulsory and does not contribute to a student's final International GCSE English Language grade. Students who complete the Speaking and Listening endorsement will receive a separate endorsement, graded Pass, Merit or Distinction, with Distinction being the highest.	Same as specification A

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Assessment structure			
Paper 1 is compulsory. Students then either take Paper 2 <i>or</i> complete the NEA project.	Paper 1 is compulsory. Students then either take Paper 2 <i>or</i> complete the coursework portfolio.	Specification A is available as either a linear or modular qualification. Students who take the linear route, take Component 1, plus Component 2 <i>or</i> Component 3 Students who take the modular route take Component 1 and Component 2. There is no coursework option for the modular route.	Specification A is a linear qualification. Assessment based entirely on one written exam
Paper 1 Written exam: 2 hours 80 marks 60% of International GCSE	Paper 1: Reading Written exam: 2 hours 80 marks 50% of International GCSE	Component 1: Non-fiction texts and transactional writing Written exam: 2 hours 15 mins 90 marks 60% of International GCSE	Component 1 Written exam: 3 hours 100 marks 100% of International GCSE

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<i>Section A: Literary non-fiction (40 marks)</i> Students will be given a single text for close study. The text will be divided into sections with questions. At least one question will relate to the whole text. <i>Section B: Composition (40 marks)</i> There will be three tasks from which students choose one: • Descriptive • Imaginative • argumentative and/or discursive	Structured and extended writing questions Questions will be based on three reading texts	<i>Section A: Reading (45 marks)</i> Mixture of short- and long-answer questions related to a non-fiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract. Candidates will be provided with the anthology text in the examination. <i>Section B: Transactional Writing (45 marks)</i> One writing task, from a choice of two involving a given audience, form or purpose.	<i>Section A (40 marks)</i> Short- and long- answer questions related to two previously unseen text extracts <i>Section B (30 marks)</i> One directed writing task, based on the ideas presented in the source texts involving a given audience, form or purpose. <i>Section C (30 marks)</i> One writing task, from a choice of three (discursive, narrative, and descriptive).

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Paper 2	Paper 2: Directed Writing and Composition	Component 2: Poetry and prose texts and imaginative writing	
Written exam:	2 hours	Written exam	
2 hours		1 hour 30 mins	
80 marks	80 marks	60 marks	
40% of International GCSE	50% of International GCSE	40% of International GCSE	
<i>Section A: Reading (40 marks)</i>	Extended writing question and a composition task	<i>Section A: Reading (30 marks)</i>	
The stimulus material will consist of 5–6 texts. Questions will be asked on individual texts and pairs of texts. At least one question will require students to consider two texts.		One essay question on a poetry or prose text from Part 2 of the Pearson Edexcel International GCSE English Anthology.	
<i>Section B: Writing (40 marks)</i>		Students will be provided with the anthology text in the examination.	
Writing will be linked with the reading sources from Section A and the focus of the writing task will be writing for audience and purpose. There will be a choice from two tasks.		<i>Section B: Imaginative Writing (30 marks)</i>	
		One imaginative writing task from a choice of three.	

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Non-exam assessment (NEA) project Teacher assessed and OxfordAQA moderated 60 marks 40% of International GCSE Students will carry out independent research and utilise their findings for a written task in which audience, purpose and form are specified. This will be assessed alongside a commentary produced by the student. Both reading and writing skills will be assessed in this project.	Coursework portfolio Teacher assessed and externally moderated 80 marks 50% of International GCSE Three extended writing assignments	Component 3: Poetry and prose texts and imaginative writing (coursework) Teacher assessed and externally moderated 60 marks 40% of International GCSE <i>Assignment A: Poetry and prose texts (30 marks)</i> One essay question based on any three poetry or prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology. At least one poetry text and one prose text must be discussed in the assignment. <i>Assignment B: Imaginative writing (30 marks)</i> One imaginative writing task.	

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Grading				
International GCSE: 9-1, with 9 being the highest.		International GCSE: A*-G, with A* being the highest (9-1 available in some regions)	International GCSE: 9-1, with 9 being the highest.	Same as specification A
Optional Speaking and Listening endorsement: Pass, Merit, Distinction		Speaking and Listening endorsement: Grades 1-5	Optional Speaking and Listening endorsement: Pass, Merit, Distinction	
Subject content				
Paper 1 (compulsory) Literary non-fiction and composition		Reading	Component 1: Non-fiction Texts and Transactional Writing	Component 1: Reading and Writing
Section A: The passages for the reading section on Paper 1 will be literary non-fiction eg autobiography, biography, letters, memoir and travel/adventure writing. Section B: The writing section will consist of three tasks from which students choose one: descriptive/imaginative/argumentative or discursive.		• Demonstrate understanding of written texts, and of the words and phrases within them. • Summarise and use material for a specific context. • Develop, analyse and evaluate facts, ideas and opinions. • Demonstrate understanding of how writers achieve their effects and influence readers.	<i>Section A: Non-fiction texts</i> Study and analyse non-fiction texts in the <i>Pearson Edexcel International GCSE English Anthology</i>, Part 1: Non-fiction Texts. Students should also read a variety of high-quality, challenging non-fiction texts, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types should also include literary non-fiction texts, such as selections from autobiography, letters, obituaries	<i>Section A: Reading</i> Study and analyse selections from a range of texts <i>Section B: Reading and Writing</i> Explore and develop transactional writing skills <i>Section C: Writing</i>

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Paper 2 Source-based reading and directed writing Section A: The reading texts for Paper 2 will relate to modern world themes and issues. Some of the texts may be brief or solely visual. Texts may be fiction or non-fiction. Section B The focus of the writing task will be writing for audience and purpose, which could be both multiple and diverse. The most successful responses will demonstrate the students' ability to respond to this demand. Non-exam assessment (NEA) Students will be required to show that they have read a range of core texts. Through their selection and development of information and ideas they will demonstrate sound understanding of content, an awareness of the purposes of the core texts, and the ability to synthesise information appropriately, and perhaps imaginatively, in order to address the given task. Their final written piece will be structured	- Select appropriate information for specific purposes. - Recognise and respond to linguistic devices, figurative language and imagery. In developing reading skills, learners engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and non-fiction, and other forms of writing, such as discursive essays, reviews and articles. Study includes writers' use of language and style and the ways in which writers achieve effects. Learners also study how writers influence readers through the use of facts, ideas, perspectives, opinions and/or bias.	and travel writing. Texts that are essentially transient, such as instant news feeds and advertisements, will not form part of the assessment. <i>Section B: Transactional Writing</i> Explore and develop transactional writing skills. Students should use what they have learned about different text types to develop their transactional writing. They should be introduced to, and be given the opportunity to practise, a range of non-fiction writing techniques, planning and proofreading skills. Component 2: Poetry and Prose Texts and Imaginative Writing <i>Section A: Poetry and Prose Texts</i> Study and analyse poetry and prose texts in the <i>Pearson Edexcel</i>	Explore and develop discursive, narrative, and descriptive writing skills Students should read a variety of high-quality, challenging texts, in preparation for responding to unseen extracts in the examination. They should be able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of the language. Throughout the qualification, students should develop the skills of interpretation and analysis. Text types studied should include a range of forms, such as fiction, journalism (for example articles and reviews), speeches, journals and reference book extracts.

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appropriately and communicated effectively and accurately, with due reference to purpose and audience. Speaking and listening (optional endorsement) Students undertake a prepared spoken presentation on a specific topic. As a guide, the duration should be no more than ten minutes. The key requirements are: • Presentations must be formal but may take a wide variety of forms, including talks, debates, speeches and dialogues. • Students must identify the subject for their presentations in advance and agree it with their teacher. • Presentations must be planned and organised. Students should be advised that lack of preparation is likely to prevent access to the criteria for the higher grades. • Students may use pre-prepared notes, power-point etc to assist them during their	Writing • Express what is thought, felt and imagined. • Organise and convey facts, ideas and opinions effectively. • Demonstrate a varied vocabulary appropriate to the context. • Demonstrate an effective use of sentence structures. • Demonstrate an understanding of audience, purpose and form. • Demonstrate accuracy in spelling, punctuation and grammar. As developing writers themselves, learners are introduced to a range of writing skills, including the ability to create and compose texts in a variety of styles suitable for different audiences and	<i>International GCSE English Anthology</i>, Part 2: Poetry and Prose Texts. Students should also read substantial pieces of writing (extended texts) that make significant demands on them in terms of content, structure and the quality of language. Throughout the qualification, students should develop the skills of inference and analysis. <i>Section B: Imaginative Writing</i> Explore and develop imaginative writing skills. Students should use what they have learned about the writer's craft in their reading of fiction to inspire and influence their own imaginative writing. They should develop a range of creative writing	Text types should also include literary non-fiction texts, such as selections from autobiography, letters, obituaries and travel writing. These lists are not exhaustive. Texts that are essentially transient, such as instant news feeds and advertisements, will not form part of the assessment. Students should use what they have learned about different text types to feed into their transactional writing and to inspire and influence their own imaginative writing. They should be introduced to, and be given the opportunity to practise, a range of fiction and non-fiction writing techniques, planning and proofreading skills.

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presentations but this is not a requirement. As part of, or following, the presentation, students must listen to and respond appropriately to questions and feedback.	purposes, e.g. descriptive, narrative, discursive, argumentative and persuasive. Study includes the following text types: letter, report, article, journal, speech, interview and summary. Speaking and Listening • Describe and reflect on experience. • Discuss what is thought, felt and imagined. • Select and organise facts, ideas and opinions. • Understand and convey complex ideas. • Communicate fluently with clarity, focus and purpose for a range of contexts. • Actively engage in a variety of discussions and conversations.	techniques, planning and proofreading skills. Speaking and Listening (optional endorsement) Students must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively. The spoken language presentation may take a variety of forms, including: a) a speech or talk by a student, followed by questions from the audience b) a formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts, which have been shared in advance, followed by questions from the audience	Speaking and Listening (optional endorsement) Students must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively. The spoken language presentation may take a variety of forms, including: a) a speech or talk by a student, followed by questions from the audience b) a formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts, which have been shared in advance, followed by questions from the audience

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	Learners explore a range of speaking and listening skills, including the ability to participate in conversations and to respond spontaneously to questions and prompts. Study includes presentation skills and spoken language devices such as effective use of tone / emphasis / register / structure / word choice / analytical and evaluative response.	In all cases, the presentation should be prepared and last no longer than 10 minutes.	In all cases, the presentation should be prepared and last no longer than 10 minutes.
Assessment Objectives			
AO1: Reading R1: Read and understand texts, selecting and utilising material appropriate to purpose. R2: Collate and synthesise detail from one or more sources, making cross-references and comparisons as appropriate. R3: Develop and sustain interpretations of writers' ideas and perspectives.	AO1 Reading R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text	Reading AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	Same as specification A

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R4: Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader. AO2: Writing W1: Communicate clearly, effectively and imaginatively; use and adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader. W2: Use a range of sentence structures for clarity, purpose and effect. W3: Organise information and ideas into sentences, paragraphs and whole texts; use a variety of linguistic and structural features to support cohesion and overall coherence. W4: Demonstrate technical accuracy in grammar, punctuation and spelling.	R4 demonstrate understanding of how writers achieve effects and influence readers R5 select and use information for specific purposes AO2 Writing W1 articulate experience and express what is thought, felt and imagined W2 organise and structure facts, ideas and opinions for deliberate effect W3 use a range of vocabulary and sentence structures appropriate to context W4 use language appropriate to purpose and to engage the audience W5 make accurate use of spelling, punctuation and grammar	Writing AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	

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AO3: Speaking and Listening (optional endorsement) SL1: Communicate clearly and purposefully; structure and sustain talk, and use a variety of techniques as appropriate. SL2: Prepare and develop ideas and concepts; listen and respond to questions about these. SL3: Interact with others, shaping meanings through comments, responses to questions and drawing ideas together.	AO3 Speaking and Listening SL1 articulate experience and express what is thought, felt and imagined SL2 present facts, ideas and opinions for deliberate effect SL3 communicate clearly, purposefully and fluently appropriate to context SL4 use register appropriate to context SL5 listen and respond appropriately in conversation	Speaking and listening AO6: - demonstrate presentation skills in a formal setting - listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations	

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Assessment Objective weightings			
International GCSE grade:	International GCSE grade:	International GCSE grade:	International GCSE grade:
AO1: 50%	AO1: 50%	AO1: 15%	AO1: 15%
AO2: 50%	AO2: 50%	AO2: 20%	AO2: 20%
AO3: 0%	AO3: 0%	AO3: 15%	AO3: 15%
		AO4: 30%	AO4: 32%
		AO5: 20%	AO5: 18%
Optional Speaking and Listening endorsement (Pass, Merit, Distinction)	Optional Speaking and Listening endorsement (Grades 1-5)	Optional Speaking and Listening endorsement (Pass, Merit Distinction)	Optional Speaking and Listening endorsement (Pass, Merit Distinction)
AO1: 0%	AO1: 0%	AO6: 100%	AO6: 100%
AO2: 0%	AO2: 0%		
AO3: 100%	AO3: 100%		