OXFORD AQA
INTERNATIONAL QUALIFICATIONS

International GCSE

Digital and Information Technology

(9213) Specification

For teaching from 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/9213**
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose OxfordAQA International GCSE?

Our international qualifications enable schools that follow an English curriculum to benefit from the best education expertise in England.

Our International GCSEs offer the same rigour and high quality as GCSEs in England 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 fair, 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 of the same standard as the qualifications accredited by England's examinations regulator, Ofqual. They reflect the latest changes to the English 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 GCSE Digital and Information Technology?

The OxfordAQA International GCSE in Digital and Information Technology takes a practical approach to developing digital skills. Students will learn to plan, develop and evaluate digital solutions using a range of appropriate tools and technologies.

Students will have opportunities to work with a variety of forms of digital content, including data, multimedia, audio and video, and to develop skills in organisation, collaboration and reflective evaluation.

The course content has been designed to help students develop digital problem-solving, creative production and critical thinking skills. It provides a foundation for further study and helps students develop skills that are relevant in education, the workplace and everyday life.

Students are encouraged to select and use appropriate digital tools, including AI-assisted tools where suitable, to produce effective outcomes. The qualification focuses on evaluating the quality, reliability and suitability of digital outputs and selecting appropriate digital tools, rather than requiring detailed knowledge of procedures in specific software packages.

Assessment focuses on the process of developing digital solutions as well as the final outcomes produced.

Particular care has been taken to make the language used in question papers as accessible as possible and suitable for students for whom English is not their first language. UK English spellings will be used in examination papers. British-specific terms, however, will be avoided where possible to aid students' understanding.

You can find out about all our International GCSE Computing qualifications at oxfordaqa.com/9213

1.3 Recognition

OxfordAQA meets the needs of international students. 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 ENIC, 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.

To read their report and 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.

Empowered & independent

Our students are independent, critical thinkers who are adaptable and look to develop strategies to be lifelong learners. They are confident leading on projects but also work well in a collaborative environment.

Inventive & curious

Our students are inventive, resourceful, and creative. They question the world around them with a sense of wonder, and aspire to shape a better future for themselves and their community.

Future-ready

Our students are more prepared to succeed in the world that lies ahead and have the knowledge, skills, and drive to achieve any objective they may set themselves. They are comfortable being challenged, acquiring new skills quickly, and seeking new adventures.

Ambitious & self-motivated

Our students are ambitious and want to strive for success in every aspect of their lives. They take the initiative, approaching every task with an eagerness to learn and take ownership of their own learning with the utmost integrity.

1.5 Support and resources to help you teach

We know that high-quality support and resources are vital for effective teaching and that teachers have limited time to find or develop suitable materials.

That's why we've worked with experienced teachers to provide resources that will help you confidently plan, teach and prepare students for exams.

Teaching resources

You will have access to:

- a sample scheme of work to help you plan your course with confidence
- training and support to help you deliver the qualification
- student textbooks that have been reviewed and approved by OxfordAQA
- example coursework portfolios and guidance to support assessment
- command words with examples to support understanding of assessment requirements
- subject-specific vocabulary with definitions.

Preparing for exams

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

- specimen papers and mark schemes
- exemplar student answers with examiner commentaries
- guidance on how questions are structured and assessed.

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 with previous years and where your students need to improve. Data Insights, our free online results analysis tool, helps you identify 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/9213

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 title of the qualification is:

- OxfordAQA International GCSE Digital and Information Technology.

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

1 Digital systems and data (page 10)

2 Networks and online services (page 13)

3 Managing, using and evaluating digital information (page 15)

4 Digital communication and content creation (page 17)

5 Developing digital solutions (page 21)

6 Digital innovation and its impact (page 24)

2.2 Assessments

Paper 1:

What's assessed

Knowledge and understanding of digital technologies, digital systems and digital solutions and the ability to analyse, interpret and evaluate digital solutions.

Questions will assess students' ability to apply their knowledge and understanding to unfamiliar situations and scenarios.

How it's assessed

Written exam

Length of exam: 1 hour 30 minutes

60 marks

40% weighting

Questions

Question types include:

- multiple-choice questions
- short-answer questions
- data interpretation questions
- extended-response questions requiring analysis and evaluation.

Questions may include extracts such as data tables, charts, digital content and short scenarios.

+

NEA:

What's assessed

Students complete a digital project (either individually or collaboratively) based on a scenario provided by OxfordAQA.

The scenario can be chosen by the student or the school.

The NEA scenarios for May/June series will be released by OxfordAQA on 1 December in the year prior to the submission of the NEA.

How it's assessed

NEA internally assessed by centres and externally moderated by OxfordAQA.

90 marks

60% weighting

Evidence

Students must submit:

- the completed digital product(s)
- a record of the development process, including planning, design, development and testing (where appropriate)
- evidence of the tools and technologies used (including AI-assisted tools where appropriate)
- evidence of user feedback or testing where appropriate
- an evaluation of the final outcome.

The format of the digital product is not prescribed, provided it meets the requirements of the scenario and complies with the relevant file type and file size requirements for submission to OxfordAQA.

Where group work is undertaken, each student's individual contribution must be clearly identifiable.

Where AI-assisted tools are used, students must clearly indicate how these tools were used and demonstrate that they have reviewed, refined and validated any outputs used within their work.

3 Subject content

The subject content should be taught through a range of realistic contexts in which digital technologies are used to solve problems, analyse and communicate information, and design and create digital products.

These contexts may include education, community organisations, campaign groups, public services, business and industry, as well as creative and independent activities such as digital publishing, media production and online promotion.

Students should have opportunities to explore how individuals and organisations use digital technologies to analyse data, develop digital solutions and communicate ideas for specific audiences and purposes.

The technologies used may vary according to the resources available within centres and the needs of the scenario being studied. Centres may draw on contexts from across the curriculum, including the arts, sciences, humanities and business.

3.1 Digital systems and data

Students should understand how digital technologies are used in real-world contexts and how this enables them to use, manage and evaluate digital systems effectively.

Students should understand that digital technologies use data to store, process and communicate information.

Digital systems include a combination of hardware, software and data working together to perform tasks, and are used in a wide range of contexts including communication, media production, business, public services and creative activities.

3.1.1 Data and information

Content	Additional information
Students should understand the difference between data and information and how data can be processed to produce meaningful information.	This may include: • different types of data, such as text, numbers, images, audio, video and Boolean values (eg true/false or yes/no) • how different types of data are used in digital technologies • recognising that numerical data can be represented in different ways, such as decimal numbers, percentages, fractions or currency, and formatted appropriately for use and presentation • how data can be organised in digital systems, for example using tables, records, fields or other structured formats • how data can be collected from a range of sources, including user input, sensors, imported files and online services • how data can be processed to produce useful information, for example through calculations, sorting, filtering or summarising • how the quality of data affects the reliability and usefulness of information • how data and information can be formatted and presented effectively for a user or audience.

3.1.2 Digital systems

Content	Additional information
Students should understand that digital systems consist of hardware and software components that work together to process data and perform tasks.	This may include: • input, processing, storage and output in digital systems • examples of hardware used to input, process, store and output data in digital systems • the role of system software, such as operating systems, in managing hardware resources and enabling applications to run • examples of application software used for different user tasks, such as communication, content creation or data management • how hardware, software and data work together to perform tasks and access information • how digital systems can communicate and exchange data with other devices or services.

3.1.3 Storage and digital files

Content	Additional information
Students should understand how digital technologies store and manage data and information in digital systems.	This may include: • data can be stored temporarily in memory (RAM) and permanently on storage devices or services • data is organised in files and folders • files can store different types of data such as text, images, audio or video • that files may contain metadata such as author information, creation dates, modification dates, dimensions or location information • strategies for naming and organising files and folders, including the use of meaningful names, consistent naming conventions to support sorting and searching, and hierarchical structures (eg folders and subfolders) • how to organise and search for files on different devices, including the use of search tools and filters • common issues that can occur when managing files, such as difficulty locating files or accidental data loss • actions a user can take to avoid accidental data loss or losing work in progress • methods for managing file versions when working on documents, including how cloud storage can manage versions for the user • common file formats for documents, images, audio and video • factors affecting file size (eg resolution, duration, compression) • the purpose of compression for reducing file size • the use of archive formats (such as .zip) to combine and compress files.

Content	Additional information
Students should understand how digital technologies store and manage data and information in digital systems.	• that some files act as containers, storing different types of data and resources within a single file (eg .docx, .odt, .pptx or .mp4) • trade-offs between file size and quality • saving and exporting files in appropriate formats for editing, sharing, publication and long-term storage • types of storage devices or services that can store digital data • the advantages and disadvantages of different types of storage from a user perspective • methods used to back up data and files, for example cloud services, external storage devices or off-site storage.

3.2 Networks and online services

Students should understand that digital devices and systems are often connected through networks and online services, allowing data and information to be shared, communicated and accessed remotely.

Networks and online services enable individuals and organisations to communicate, collaborate, access information, share digital content and use digital services.

3.2.1 Networks and the Internet

Content	Additional information
Students should understand how networks connect digital devices and allow data and resources to be shared.	This may include: • the purpose of computer networks • how people and organisations use networks to access digital services • examples of networks, including local area networks (LANs), wide area networks (WANs) and the Internet • that networks connect devices, services and users, allowing data and resources to be shared • how networks enable access to shared online resources, including cloud storage and cloud applications • how the use of online services can affect both network data usage and device storage • that network access may be subject to data limits, which can affect how digital services are used • that devices have limited storage capacity, and users need to manage storage when saving files, applications or media • different ways devices connect to networks, including wired and wireless connections • the difference between Internet access and local network connections (eg Wi-Fi), and how connection type (wired or wireless) can affect performance and reliability • basic considerations when troubleshooting network connections, such as checking device settings, connection status, network availability in different environments and Internet access • considerations when connecting devices to networks, including security and safe and responsible use of public or shared networks.

3.2.2 Online services and digital platforms

Content	**Additional information**
Students should understand how online services and digital platforms are used to access services, create content and share digital information.	This may include: • accessing websites and online services through web browsers or applications • using online services that provide tools or software through a web browser or application (eg document editing, media creation or communication tools) • storing and accessing files using online or cloud-based services • how online services can support collaboration through shared access to files, content or projects • using online services and digital platforms to publish, share or distribute digital content • methods for sharing and transferring files, including large files, multiple files or shared online folders • how individuals and organisations use digital platforms to reach audiences or users • how the choice of platform or service can affect how content is shared, accessed or received • that online services may have limits on storage, file size or features • the need for accounts or Internet access to use many online services.

3.2.3 Digital communication and collaboration

Content	Additional information
Students should understand how digital technologies enable communication and collaboration between individuals, groups and organisations.	This may include: • different forms of online communication, such as messaging services, email, video communication or social platforms • choosing appropriate communication methods for different purposes, groups or audiences • factors that influence effective digital communication, including audience, purpose, tone and clarity • sharing information and digital content using digital technologies • how shared online tools support collaboration on documents, digital products or projects, including simultaneous and shared working • communicating with audiences, communities or project teams using digital technologies • potential issues when communicating or collaborating digitally, such as misunderstandings or lack of co-ordination • safety and confidentiality when communicating, including awareness that messages may be stored, shared or captured (eg screenshots), and that users may not have full control over deleting content.

3.3 Managing, using and evaluating digital information

Students should understand how digital technologies are used to organise, analyse and evaluate data and information to support decision-making.

Students should understand that individuals and organisations rely on digital technologies to store, access and use information, and that the quality and reliability of information can affect communication, decision-making and problem solving.

3.3.1 Organising and managing digital information

Content	Additional information
Students should understand how digital information can be organised so that it can be stored, accessed and used effectively.	This may include: • managing digital assets such as images, audio, video or documents • organising structured data using tables, rows, columns, fields and records • using categories, labels, tags or metadata to organise and retrieve digital information • understanding how data can be accessed, sorted, filtered and searched • understanding how effective organisation supports the storage, retrieval and use of digital information.

3.3.2 Using digital tools to organise and analyse data

Content	Additional information
Students should be able to use digital tools (eg spreadsheet software) to organise and analyse data effectively.	This may include: • organising data in tables using rows, columns and headings • sorting and filtering data • constructing and interpreting formulas and functions (eg SUM, AVERAGE, IF) • using relative and absolute cell referencing • applying simple data validation • creating and interpreting data visualisations (eg charts, graphs, dashboards) • interpreting data to identify patterns, trends or outliers • using digital tools to support decision-making based on data.

3.3.3 Searching for and evaluating information

Content	Additional information
Students should understand how digital technologies allow people to search for, access and evaluate information.	This may include: • using search tools or online services to locate data and information • selecting and refining keywords, search terms or prompts to improve the relevance and quality of results • using AI-assisted tools to obtain information or refine search results, and evaluating the accuracy, reliability and limitations of the responses they produce • evaluating the reliability, relevance, quality, credibility and trustworthiness of data, information and sources, including whether sources are identified or attributed • evaluating whether information is current, relevant and appropriate for its intended use • recognising that data and information may be incomplete, inaccurate, biased or misrepresented • recognising misinformation and disinformation • understanding that digital content (eg images, video, audio) may be generated or manipulated using digital tools, including technologies such as deepfakes • using strategies to verify information and sources.

3.3.4 Protecting data and information

Content	Additional information
Students should understand the importance of protecting digital data and information.	This may include: • the importance of protecting personal or sensitive information and data • methods used to protect data and information, such as passwords, authentication, backups, encryption or access permissions • using secure passwords or authentication methods to help protect accounts and information • recognising risks such as unauthorised access, data loss, malware or misuse of information • understanding the risks associated with sharing personal or sensitive information online • understanding how online activity contributes to a digital footprint • understanding how data may be collected, stored and used by organisations • understanding that individuals and organisations have responsibilities when storing, using or sharing data and information • understanding the potential consequences if data or information is not protected appropriately.

3.4 Digital communication and content creation

Students should understand how digital technologies are used to design, create, publish and promote digital content, products or services for different audiences and purposes, including ensuring content is accessible and usable by a wide range of users.

Students should have opportunities to create and refine digital products using appropriate tools and techniques.

Digital products may include a range of artefacts, for example documents, media content, web content or other digital resources.

3.4.1 Designing digital content for audiences

Content	Additional information
Students should understand how the intended audience, purpose and user experience influence the design and content of digital products.	This may include: • identifying audience characteristics, such as age, interests, culture, language, level of experience, user needs and accessibility requirements • how intended audience and purpose influence design decisions • how layout, structure and presentation affect communication • how digital content can be designed to communicate information clearly and effectively • how design choices (eg layout, style, language or media) can be adapted to suit different audiences and purposes • how user interface (UI) and user experience (UX) design can improve usability, accessibility and user satisfaction.

3.4.2 Multimedia content creation

Content	Additional information
Students should understand how digital content is created and structured using different forms of media and technologies. Digital products may include a range of formats, such as documents, graphics, audio, video, animations, web content or data-driven outputs.	This may include: • different types of media used in digital content, including text, images, audio, video and interactive or animated elements • how different forms of digital media can be combined to produce digital content • how multimedia can be used to communicate ideas, tell stories and present information effectively to different audiences • how different media and technologies can be evaluated, selected and combined to suit different audiences and purposes • how web technologies can be selected and used to structure and present digital content effectively • the purpose of HTML in structuring content (eg headings, paragraphs, lists, images and hyperlinks) • the purpose of CSS in controlling the appearance and layout of web content, including colours, fonts, alignment and positioning • the relationship between HTML (structure) and CSS (presentation)

Content	Additional information
Students should understand how digital content is created and structured using different forms of media and technologies. Digital products may include a range of formats, such as documents, graphics, audio, video, animations, web content or data-driven outputs.	• the difference between semantic structure and visual formatting in digital content (for example, headings, emphasis and strong importance compared with purely visual formatting such as font size, bold or italic text) • how client-side scripting can be used to provide functionality and interactivity within web content • interpreting simple examples of how web technologies are used in digital content.
Students should understand the structure of simple HTML documents and the use of common HTML elements.	These may include: • <html>, <head>, <title>, <style>, <body> • headings (<h1> to <h6>) • paragraphs (<p>) • line breaks ( ) • lists (, ,) • hyperlinks (<a>) • images (<img>) and alternative text (alt attribute) • text emphasis and meaning (, , <b>, <i>) • generic content containers ( ) and inline containers () • tables (<table>, <tr>, <th>, <td>) • form elements (<form>, <label>, <input>, <button>).
Students should understand simple CSS rules using selections, properties and values and be able to interpret and apply simple CSS rules.	These may include: • type selectors • class selectors • color • background-color • text-align • font-family • font-size • font-weight • font-style • padding.

3.4.3 Designing for different platforms

Content	Additional information
Students should understand that digital content may be accessed through a range of devices and platforms, and how this influences the design and presentation of content.	This may include: • how screen size, resolution, orientation and layout affect the presentation of content • how users interact with digital content, including navigation and usability • text style and formatting, such as fonts, font sizes, alignment and selecting fonts for readability • spacing, structure and organisation of content, including how important information is emphasised • how the use of text, images, audio and video may vary depending on the capabilities and limitations of the platform or device • maintaining a consistent style and layout across digital content • designing content that is accessible and usable across different devices and platforms • how digital content may need to adapt or be adjusted to suit different devices or platforms.

3.4.4 Publishing and online promotion

Content	Additional information
Students should understand how digital technologies can be used to publish content and promote products, services or creative work, and how digital communication can be used to share information, build audiences and communicate ideas or messages.	This may include: • publishing and sharing digital content through websites or online platforms • building and maintaining an online presence • creating digital portfolios or online publications • promoting creative work such as writing, artwork or music, including work distributed through physical media • promoting content, products or services through social media or other communication channels • selecting appropriate platforms or communication channels to reach different audiences • communicating ideas, raising awareness or supporting campaigns • engaging with audiences or communities online using appropriate digital communciation methods • that individuals and organisations may rely on digital technologies to reach audiences and promote their work • that publishing digital content may require respecting copyright and giving attribution to the original creator.

3.4.5 Accessibility and inclusive design

Content	Additional information
Students should understand that digital products should be designed so they can be used by as many people as possible, recognising that accessibility and inclusive design improve usability for a wide range of users, not only those with identified accessibility needs.	This may include: • the importance of designing digital content so that it can be accessed, understood and used effectively by a wide range of users • that accessibility considerations support users with a range of needs, including visible and non-visible disabilities and different ways of interacting with digital content • that accessibility and inclusive design can benefit many users in different contexts and when using different devices • how accessibility features can improve the usability of digital products, for example by providing text descriptions for images, using captions or subtitles for audio and video, ensuring appropriate colour contrast and readable text • recognising that users may access and interact with digital content using a range of technologies, devices and input methods • how digital content can be structured so it can be interpreted by assistive technologies (such as screen readers), and designing content that remains usable in different contexts (eg where audio cannot be used).

3.5 Developing digital solutions

Students should understand how digital technologies can be used to plan, design, develop and evaluate digital products and services that solve real-world problems.

Digital solutions may be developed by individuals or teams and typically involve an iterative process in which ideas are tested, refined and improved.

3.5.1 Identifying problems and user needs

Content	Additional information
Students should understand how to analyse scenarios or problems and identify the needs of users.	This may include: • identifying relevant information from a scenario, client brief or set of requirements • identifying the problem or need within a scenario • researching similar products, audiences, tools, techniques or approaches to inform the development of a solution • identifying the purpose of a digital solution • identifying user requirements • considering different possible approaches to a solution • recognising constraints such as time, resources or technical limitations • defining success criteria for a digital product.

3.5.2 Planning and designing digital solutions

Content	Additional information
Students should understand the importance of planning, organising and designing digital products before development.	This may include: • planning the structure, features, navigation and functionality of a digital product • representing ideas using simple design methods (eg sketches, diagrams or storyboards) • selecting appropriate tools and technologies • identifying, creating and organising digital assets and resources required for development • planning the stages of development (eg plan, create, test, refine) • setting milestones and managing time and resources.

3.5.3 Developing digital products

Content	Additional information
Students should understand how digital products can be created and refined using appropriate tools and technologies.	This may include: • creating digital products using design plans and identified requirements • producing and combining different forms of digital media • managing digital assets and files during development • using appropriate tools, techniques and technologies for different types of digital content • recognising that digital products are often developed through iterative cycles of development, testing and refinement • refining and improving digital products throughout the development process • making adjustments to a digital product in response to testing, critical reflection or identified issues • using AI-assisted tools to support the development of digital solutions • recognising that AI-generated content may contain errors, inaccuracies or bias and should be reviewed before use.

3.5.4 Testing and refining digital solutions

Content	Additional information
Students should understand the importance of testing digital products or solutions to ensure they meet defined requirements and success criteria.	This may include: • testing against defined success criteria • checking that digital products function correctly and are usable for intended users • identifying errors, weaknesses or areas for improvement • recording and interpreting test results to identify improvements needed • gathering feedback from users or peers • refining digital products based on testing and feedback • using available resources to identify and resolve problems (eg help files, online guidance, tutorials, user communities).

3.5.5 Collaboration and project roles

Content	Additional information
Students should understand how digital solutions may be developed collaboratively by individuals working in a team.	This may include: • planning and developing digital products as part of a team • identifying and carrying out different roles and responsibilities within a project • communicating effectively within a project team during development • coordinating tasks and contributions within a team • monitoring progress and ensuring contributions support project goals • reviewing work and providing feedback to support the development of a shared digital product • sharing files, assets and information securely within a team, using appropriate methods and tools.

3.5.6 Evaluation and reflection

Content	Additional information
Students should understand how digital solutions can be evaluated to determine how effectively they meet their purpose and user needs.	This may include: • evaluating how effectively a digital solution meets its purpose, user needs and success criteria • using testing results and feedback to evaluate the effectiveness of a digital solution • critically reflecting on the design and development process and the decisions made • considering the effectiveness of the development process, including the ethical use of AI-assisted tools where appropriate • identifying possible improvements or future developments to a digital solution.

3.6 Digital innovation and its impact

Students should understand that digital technologies continue to evolve and influence how people live, work and interact with digital systems, how digital products and services are created and used, and that emerging technologies may create new opportunities while also introducing risks and challenges for individuals, organisations and society.

3.6.1 Artificial intelligence and automated systems

Content	Additional information
Students should understand how artificial intelligence and automated systems are used in digital systems and services to perform tasks and support decision-making.	This may include: • how automated systems use data to make decisions or perform tasks automatically, such as recommendations, filtering, monitoring or control systems • how AI systems can generate and process digital content (eg text, images, audio or code) • how AI-assisted tools can support tasks such as creating, editing or improving digital products and solutions • limitations of AI-generated content (eg accuracy, bias, lack of context) • the importance of reviewing, refining and verifying AI-generated outputs • recognising that responsibility for decisions and published content remains with the user • ethical considerations when using AI technologies, such as fairness, bias, ownership and responsible use.

3.6.2 Digital innovation and emerging technologies

Content	Additional information
Students should understand that digital innovation and emerging technologies continue to influence how digital products and services are created and used, and may create new opportunities and challenges for individuals, organisations and society.	This may include: • common characteristics of emerging technologies, such as automation, connectivity and the use of data • how emerging technologies can change the way digital products and services are developed and used • how emerging technologies may create opportunities and challenges, including changes to the way people work, communicate and access services • examples of emerging technologies, such as artificial intelligence and machine learning, immersive technologies (eg virtual or augmented environments), automation and robotics used in industry and services, connected systems and smart devices that collect and share data, and data technologies that process and analyse large volumes of data.

3.6.3 Digital products, services and revenue models

Content	Additional information
Students should understand that digital technologies can enable individuals and organisations to create value and generate income.	This may include: • ways of monetising digital content, products or services • revenue models such as advertising, subscription services and freemium models • advantages and disadvantages of different digital revenue models • how digital technologies can create value by improving access to information, services, communication or customer experiences • using digital technologies to promote or support physical products or services • the role of online platforms in connecting creators, businesses and audiences • how audience size and engagement can influence the success of digital products or services.

3.6.4 Social, economic and environmental impact of digital technologies

Content	Additional information
Students should understand that digital technologies can have both positive and negative impacts on individuals, organisations and society, and be able to evaluate these impacts and their implications.	This may include: • the potential for both positive and negative impacts of digital technologies in different contexts • changes to the way people communicate, collaborate and participate in social interaction • changes to employment, including the types and availability of jobs, and the skills required in the workplace • opportunities for individuals, communities and small organisations to create, share and distribute digital content, products or services • the role of digital technologies in areas such as education, healthcare and public services • the importance of digital infrastructure and connectivity in enabling participation in the digital economy and reducing digital inequality • the role of data as a resource in digital services, platforms and the digital economy, including how it is collected and used • the environmental impact of digital technologies, including energy use and electronic waste • the influence of digital platforms and algorithms on the visibility, distribution and reach of digital content, and their impact on digital identity and reputation.

3.6.5 Ethical, legal and political frameworks

Content	Additional information
Students should understand that digital technologies operate within ethical, legal and political frameworks that vary between countries and regions, and consider the implications of these frameworks.	This may include: • the use of digital technologies in public services and government systems, such as data systems and online services • the responsibility of organisations and governments to create safe, secure and trustworthy digital systems • the responsibilities of users when using digital technologies, including safe, legal and ethical behaviour • risks such as unauthorised access, data breaches and loss of personal data or privacy • regulation and constraints placed on digital platforms and online services, including issues related to privacy, security and access to data • inclusivity and efforts to reduce digital divides through policy, access and design • the governance of emerging technologies such as artificial intelligence and automated decision-making • recognising that laws, regulations and approaches to digital governance may vary between countries and regions.

4 Scheme of assessment

You can find mark schemes and specimen materials for new courses on our website at oxfordaqa.com

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 for the life of the specification.

All materials are available in English only.

Our International GCSE in Digital and Information Technology includes questions and NEA tasks that allow students to demonstrate their ability to:

- demonstrate knowledge and understanding of digital technologies, systems and digital information
- apply their knowledge and understanding to digital scenarios, problems and contexts
- design, develop and refine digital products, services and solutions
- analyse, interpret and evaluate digital products, solutions and technologies.

4.1 Aims and learning outcomes

Our International GCSE in Digital and Information Technology encourages students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study.

It should encourage students to develop their curiosity about digital technologies and their role in the modern world, and enable students to engage with digital systems in everyday contexts in order to make informed choices about further study and employment in digital and technology-related fields.

Our International GCSE in Digital and Information Technology should enable students to:

- develop knowledge and understanding of digital systems, data, networks and online services
- understand how digital technologies are used to communicate information and create digital content
- design, develop and evaluate digital products and solutions for different users and purposes
- organise, analyse and manage digital information using appropriate tools and technologies
- understand the social, economic, legal and environmental impact of digital technologies
- develop practical and analytical skills relevant to further study, employment and everyday digital life, including the effective and responsible use of emerging technologies.

4.2 Assessment Objectives

The assessments will measure how students have achieved the following Assessment Objectives.

AO1: Demonstrate knowledge and understanding of digital technologies, systems and concepts.

AO2: Apply knowledge and understanding of digital technologies, systems and concepts to analyse scenarios, interpret information and propose solutions in context.

AO3: Design, develop and refine digital products or solutions in response to a problem or scenario.

AO4: Evaluate digital products, solutions or technologies, including their effectiveness, suitability and impact in context.

4.2.1 Assessment Objective weightings

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting of AOs (approx %)
	Paper 1	Coursework	
AO1	14	0	14
AO2	10	0	13
AO3	7	44	51
AO4	6	16	22
Overall weighting of units (%)	40	60	100

4.3 Assessment weightings

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	60	1	60
NEA	90	1	90
		Total scaled mark:	150

4.4 Paper 1

60 marks, 1 hour 30 minutes.

Marks will be allocated in the following way:

Section A (24 marks)

A series of multiple-choice and short-answer questions assessing knowledge and understanding of the subject content and the application of that knowledge in familiar contexts.

Questions will primarily target AO1 and AO2.

Section B (24 marks)

A series of multiple-choice and short-answer questions assessing the application of knowledge and understanding in practical digital contexts, together with the analysis and development of digital solutions.

Questions will primarily target AO2 and AO3, with some assessment of AO1.

Questions may draw on a range of practical contexts, including:

- web technologies
- spreadsheets
- data handling
- file formats and compression
- digital media
- digital communication and collaboration
- AI and emerging technologies
- cyber security
- digital systems and networks.

Section C (12 marks)

A series of short-answer questions and one extended-response question.

The short-answer questions will assess AO1, AO2 and AO3.

The extended-response question will primarily assess AO4, while also allowing opportunities for some assessment of AO3 where appropriate. Students may be required to evaluate information, justify decisions, consider alternative approaches and make reasoned judgements in relation to digital technologies, systems or solutions.

Communicating responses

In the written examination, students may present their responses in any format that communicates their understanding of the question clearly to the examiner. This may include continuous prose, bullet points, labelled diagrams, tables, charts or other appropriate forms of presentation.

Students are not required to write in continuous prose unless specifically instructed by a question. Credit is awarded for demonstrating knowledge, understanding, application, analysis and evaluation of digital technologies and digital solutions. Marks are not awarded for writing style, spelling, punctuation or grammar, except where these are necessary for technical accuracy or to communicate meaning.

Students should ensure that their responses are sufficiently detailed to convey the points they wish to make. For example, if using bullet points, the level detail in each bullet point should be appropriate for the command word used and the number of marks available.

5 Non-exam assessment (NEA)

The NEA component requires students to complete a digital project based on a scenario provided by OxfordAQA. Through the project, students will apply their knowledge and understanding of digital technologies to analyse requirements, design and develop a digital solution, and evaluate how effectively it meets the needs of the intended users or audience.

Students will use a scenario drawn from one of the following areas:

- Information and data solutions
- Communication and campaigns
- Web and interactive content
- Creative media production
- Business and enterprise solutions
- Community and social impact solutions
- Tourism and visitor experience solutions

The scenarios are designed to provide opportunities for students to apply digital technologies to authentic contexts and real-world problems.

Students will be assessed on their ability to:

- analyse the requirements and plan an appropriate digital solution
- design and develop a digital solution using suitable digital tools and technologies
- produce digital content and solutions that effectively meet the requirements and needs of the intended users or audience
- document their role and, where applicable, collaboration within a project
- evaluate the effectiveness of the solution and reflect critically on the development process.

5.1 Delivering the NEA digital project

5.1.1 The NEA scenarios

OxfordAQA will publish seven approved NEA scenarios, one from each of the scenario areas listed above. Centres and students may select any one of the approved scenarios for assessment.

The NEA scenarios for May/June series will be released by OxfordAQA on 1 December in the year prior to the submission of the NEA.

Centres **must** ensure that students complete the correct NEA scenario task for the exam series that they will be entered for.

OxfordAQA will specify the analysis and planning, design, development and evaluation and reflection tasks required for each NEA scenario. Students will produce a digital solution that meets the requirements of the scenario and the needs of its intended users or audience, using appropriate digital tools and technologies.

Students should produce a coherent body of work that demonstrates the development process. Evidence should show how the solution was planned, designed, developed, tested and evaluated, including clear justification of decisions made throughout the project.

Students must submit:

- the completed digital product(s) (see Section 5.1.3 for more information on file types)
- a record of the development process, including planning, design, development and testing where appropriate
- evidence of the tools and technologies used (for example, AI-assisted tools where appropriate)
- an evaluation of the final outcome and reflection on the development process.

Students are assessed on the quality of their decisions, development and evaluation rather than the volume of content produced.

Where group work is undertaken, centres must ensure that individual contributions are clearly identifiable.

Centres must submit the following with the digital project:

- a completed centre declaration sheet for the centre
- a completed candidate record form, including marking grid with comments.

Centres must internally moderate marking (see section 5.3.4). Where more than one teacher is involved in assessment, teachers should discuss any differences in outcomes before deciding on final marks.

5.1.2 Collaboration

Projects may be undertaken individually or collaboratively. Where students work in groups, each student must clearly identify their individual role within the project and provide evidence of their own contribution. Students must explain how their work interacts with the work of other group members. Although students may collaborate in the development of a project, assessment and marks must be awarded individually based on each student's contribution.

Collaboration is permitted during activities such as:

- interpreting and discussing the requirements of the scenario
- planning the project and allocating responsibilities within a group
- collecting information, source materials or data
- developing digital products or solutions as part of a shared project
- testing digital products or solutions and gathering feedback
- reviewing progress and providing feedback to other group members.

Students must work independently when:

- producing evidence of their own planning, design, development and evaluation work
- explaining and justifying decisions they have made during the project
- documenting their individual contribution to the project
- evaluating the effectiveness of the final solution and reflecting on their own work
- completing any student authentication or declaration requirements.

Where collaboration takes place, centres must ensure that individual contributions remain clearly identifiable and that marks reflect each student's own achievement.

If a student receives additional assistance beyond that permitted by the specification, the teacher must record this and take it into account when assessing the work. Failure to award marks that reflect a student's own achievement may constitute malpractice. Suspected malpractice will be investigated in accordance with OxfordAQA malpractice procedures (see 5.3.2).

5.1.3 The size and type of digital products

The format of the digital product is not prescribed, provided it meets the requirements of the scenario and complies with the relevant file type and file size requirements for submission to OxfordAQA. Digital products may include a wide range of digital media, such as websites, multimedia presentations, data analysis and visualisation, video production, audio production, digital campaigns or other forms of digital communication.

Students are not rewarded for the volume of content produced, but for the quality of their decisions, development and evaluation, and how effectively the solution meets the needs of the intended users or audience.

Evidence submitted to OxfordAQA must comply with the file type and file size requirements specified by OxfordAQA.

5.1.4 Time spent on the NEA

There is no limit to the amount of time that students can spend on their NEA once the scenario has been released, but we recommend they spend sufficient time to enable successful planning, design, development and evaluation of the assessed NEA project.

Although the NEA is worth 60% of the overall marks, it should not take 60% of the course time. As with the examined component, students should spend time developing the knowledge, understanding and skills required by the specification before undertaking the assessed work.

Centres should consider an appropriate balance between preparation for and completion of the NEA and preparation for the examined component.

Success in the NEA depends on students applying the knowledge, understanding and skills developed through the subject content. Time spent teaching and learning the subject content will therefore support the planning, development and evaluation of NEA projects.

5.1.5 Use of non-original material

Students may use non-original material within their NEA project where appropriate. Any non-original material must be acknowledged and attributed appropriately. Students must declare the use of non-original material on the Candidate Record Form.

Non-original material may include, for example, images, audio, video, datasets, templates, code, AI-generated content or other materials created by a third party.

5.1.6 The use of AI-assisted tools

The use of AI-assisted tools is permitted as part of the development of the digital product, provided that students remain responsible for reviewing, refining and validating any outputs that are used.

Students must acknowledge any use of AI-assisted tools on the Candidate Record Form. AI-assisted tools **must not** be used to generate a student's own planning, design evidence, development record, evaluation or other evidence submitted to demonstrate their individual contribution to the project. Such evidence must represent the student's own work.

Failure to acknowledge the use of AI-assisted tools, or presenting AI-generated work as a student's own work, would be considered as malpractice.

5.2 Marking criteria

5.2.1 Guidance on applying the marking criteria

The marking criteria are organised into four sections (5.2.2 to 5.2.5), analysis and planning, design, development and evaluation and reflection. Each section has multiple criteria divided into levels and accompanied by descriptors that indicate the characteristics of work at that level.

Before applying the marking criteria, teachers should review the student's NEA project and annotate the work and/or make notes to identify evidence relevant to each criteria.

For each criteria, start at the lowest level and work upwards until you reach the level that best matches the evidence in the student's work. The descriptors indicate the qualities that need to be demonstrated at each level.

When assigning a level, teachers should consider the evidence for that criteria as a whole. Where work demonstrates characteristics from more than one level, a best-fit approach should be used to determine the most appropriate level. When applying a best-fit approach, teachers should consider each criteria individually. Where a student's work frequently demonstrates characteristics of two adjacent levels, levels should be awarded consistently according to the balance of evidence rather than routinely awarding either the higher or lower level.

Teachers may compare student work with standardisation materials and exemplar projects provided by OxfordAQA to help determine the appropriate level.

No marks should be awarded where there is no evidence worthy of credit for a particular criterion.

Teachers should use the marking grid notes sections on the Candidate Record Form to identify the evidence that supports their marking decisions and to direct the moderator to relevant sections of the student's work, for example through the use of page references.

5.2.2 Analysis and planning (17 marks)

In this section, students are awarded marks for analysing the requirements of the selected NEA scenario, identifying the needs of the intended users or audience, and researching and planning an appropriate digital solution.

1. Understanding client/audience/user needs

Level	Mark	Description
4	4	The student has fully analysed the needs of the client, audience or users and justified how these needs will influence the design or development of the solution.
3	3	The student has explained the needs of the client, audience or users and how these needs influence the design or development of the solution.
2	2	The student has described the needs of the client, audience or users and considered how the solution will be used by them.
1	1	The student has identified some basic needs of the client, audience or users.
	0	Nothing worthy of credit

2. Research and investigation

Level	Mark	Description
4	4	The student has carried out comprehensive research and used the results to justify decisions about the design, functionality or suitability of the solution.
3	3	The student has carried out relevant research and used the results to inform decisions about the design, functionality or suitability of the solution.
2	2	The student has carried out relevant research into similar products, audiences, tools or techniques.
1	1	The student has carried out some research related to the project.
	0	Nothing worthy of credit

3. Defining purpose and success criteria

Level	Mark	Description
4	4	The student has produced clear and measurable success criteria and justified how these will be used to evaluate the effectiveness of the solution.
3	3	The student has produced relevant success criteria and explained how these will be used to evaluate the solution.
2	2	The student has produced some success criteria and described the purpose of the solution.
1	1	The student has identified the purpose of the solution.
	0	Nothing worthy of credit

4. Planning resources and tools

Level	Mark	Description
2	2	The student has outlined appropriate resources, assets or tools for developing the solution.
1	1	The student has identified some resources, assets or tools needed for the project.
	0	Nothing worthy of credit

5. Time, task and project management

Level	Mark	Description
3	3	The student has produced a comprehensive plan or schedule for managing tasks and time during the project.
2	2	The student has produced a structured plan or schedule for managing tasks and time during the project.
1	1	The student has produced a basic plan or schedule for managing tasks and time during the project.
	0	Nothing worthy of credit

5.2.3 Design (16 marks)

In this section, students are awarded marks for producing and communicating a detailed design for their digital solution, showing how it will meet the requirements of the selected NEA scenario and the needs of the intended users or audience, and justifying the design choices they have made.

6. Structure, navigation and workflow design

Level	Mark	Description
4	4	The student has produced a detailed and well-organised structure, layout or workflow that supports the intended purpose of the solution and justified how it supports accessibility or inclusive design considerations.
3	3	The student has produced a clear and organised structure, layout or workflow that supports the intended purpose of the solution, and identified some accessibility or inclusive design considerations.
2	2	The student has produced an organised structure, layout or workflow that supports the intended purpose of the solution.
1	1	The student has produced a basic structure, layout or workflow for the solution.
	0	Nothing worthy of credit

7. Layout and communication design

Level	Mark	Description
4	4	The student has produced detailed and effective design work and justified how layout, structure, media or formatting/presentation techniques support communication with the intended users or audience.
3	3	The student has produced clear and effective design work that uses layout, structure, media or formatting/presentation techniques to support communication with the intended users or audience.
2	2	The student has produced adequate design work that uses layout, structure, media or formatting/presentation techniques to communicate with the intended users or audience.
1	1	The student has produced basic design ideas for the structure and presentation of content.
	0	Nothing worthy of credit

8. Design justification and decision-making

Level	Mark	Description
4	4	The student has justified design decisions and explained why the chosen approach is appropriate for the intended audience, purpose or client requirements, including why alternative approaches were not suitable.
3	3	The student has explained design choices in relation to audience, purpose or client requirements and considered alternative approaches.
2	2	The student has described reasons for design choices in relation to the audience, purpose or client requirements.
1	1	The student has identified some reasons for design choices.
	0	Nothing worthy of credit

9. Suitability of designs for implementation

Level	Mark	Description
4	4	The student has produced comprehensive and technically accurate designs or plans that could be followed by another person to develop the solution effectively.
3	3	The student has produced detailed and organised designs or plans that support the effective development of the solution.
2	2	The student has produced adequate designs or plans that provide appropriate guidance for developing the solution.
1	1	The student has produced basic designs or plans that support the development of the solution.
	0	Nothing worthy of credit

5.2.4 Development (33 marks)

In this section, students are awarded marks for developing and refining their digital solution, demonstrating technical skill, organisation and effective use of digital tools and technologies. Students are also awarded marks for explaining and justifying development decisions, solving problems, refining their work and using AI-assisted or research tools appropriately where relevant.

10. Use of tools and techniques

Level	Mark	Description
3	3	The student has used a range of appropriate tools, techniques and technologies effectively to support the development of the solution.
2	2	The student has used an adequate range of appropriate tools and techniques during development.
1	1	The student has used a limited range of appropriate tools and techniques during development.
	0	Nothing worthy of credit

11. Organisation of assets/files

Level	Mark	Description
3	3	The student has organised files or assets consistently throughout development using appropriate structures and naming conventions, including management of revisions.
2	2	The student has organised files or assets using appropriate structures or naming conventions.
1	1	The student has stored and organised some project files or assets.
	0	Nothing worthy of credit

12. Technical implementation

Level	Mark	Description
4	4	The student has produced components that are integrated to make an effective solution using appropriate digital tools and techniques.
3	3	The student has produced components that are combined to create a functional solution using appropriate digital tools and techniques.
2	2	The student has produced functional components of the solution using appropriate digital tools or techniques.
1	1	The student has produced some components of the solution using digital tools or techniques.
	0	Nothing worthy of credit

13. Combining media or content effectively

Level	Mark	Description
4	4	The student has combined digital media or content effectively and justified how their choices support the planned or revised solutions.
3	3	The student has combined digital media or content effectively to support the planned or revised solutions.
2	2	The student has combined digital media or content appropriately within the solution.
1	1	The student has combined digital media or content in a basic way.
	0	Nothing worthy of credit

14. Functionality and usability

Level	Mark	Description
4	4	The student has produced a solution that functions effectively and supports usability for the intended users or audience, including accessibility or inclusive design considerations.
3	3	The student has produced a solution that functions effectively and supports usability for the intended users or audience.
2	2	The student has produced a solution that functions appropriately and supports usability.
1	1	The student has produced a solution that functions in some areas.
	0	Nothing worthy of credit

15. Iterative refinement

Level	Mark	Description
4	4	The student has refined and improved the solution throughout development and justified changes made in response to testing, critical reflection or identified issues.
3	3	The student has refined and improved the solution in response to testing, critical reflection or identified issues.
2	2	The student has refined and improved aspects of the solution during development.
1	1	The student has made some changes to the solution during development.
	0	Nothing worthy of credit

16. Problem-solving during development

Level	Mark	Description
4	4	The student has explained and justified how the problems were resolved and evaluated how effective the resolution was.
3	3	The student has explained how the problems were resolved appropriately.
2	2	The student has solved some identified problems.
1	1	The student has identified some problems encountered during planning, design or development.
	0	Nothing worthy of credit

17. Independent contribution and decision-making

Level	Mark	Description
4	4	The student has justified their decisions and contributions made during development and demonstrated independent critical thinking and appropriate decision-making throughout the project.
3	3	The student has explained their decisions and contributions made during development and applied critical thinking to the needs of the project.
2	2	The student has described their decisions or contributions made to the project during development
1	1	The student has identified their contribution to the project.
	0	Nothing worthy of credit

18. Appropriate use of AI or research tools

Level	Mark	Description
3	3	The student has used AI or research tools selectively and effectively during development and has refined, selected and/or adapted the information obtained to support the requirements of the solution.
2	2	The student has used AI or research tools appropriately during development and has reviewed the information obtained before use.
1	1	The student has made some use of AI or research tools during development.
	0	Nothing worthy of credit

5.2.5 Evaluation and reflection (24 marks)

In this section, students are awarded marks for evaluating the effectiveness of their digital solution in meeting the requirements of the selected NEA scenario and the needs of the intended users or audience. Students are also awarded marks for reflecting critically on their decisions, development process, use of tools and technologies, and identifying strengths, limitations and possible improvements.

19. Testing methods

Level	Mark	Description
4	4	The student has carried out comprehensive testing of the solution, including functionality and usability for the intended users or audience.
3	3	The student has carried out structured testing of the solution, including functionality and usability for the intended users or audience.
2	2	The student has carried out testing on aspects of the solution, including functionality or usability for the intended users or audience.
1	1	The student has carried out testing on aspects of the solution.
	0	Nothing worthy of credit

20. Testing against success criteria

Level	Mark	Description
4	4	The student has tested the solution against clearly defined success criteria and justified conclusions about how effectively the criteria have been met.
3	3	The student has tested the solution against relevant success criteria and evaluated why some areas meet or do not meet the criteria.
2	2	The student has tested the solution against some relevant success criteria and identified areas that meet or do not meet the criteria.
1	1	The student has referred to some success criteria during testing or evaluation.
	0	Nothing worthy of credit

21. Use of feedback

Level	Mark	Description
4	4	The student has critically reviewed feedback and justified refinements or improvements made in response to feedback.
3	3	The student has used feedback appropriately to refine or improve the solution.
2	2	The student has used feedback to identify some strengths or weaknesses of the solution.
1	1	The student has gathered some feedback about the solution.
	0	Nothing worthy of credit

22. Evaluation of final outcomes

Level	Mark	Description
4	4	The student has critically evaluated the effectiveness of the solution in relation to its intended users, audience and purpose and any accessibility requirements, justifying conclusions and explaining how strengths, weaknesses or improvements could inform future developments.
3	3	The student has evaluated the effectiveness of the solution in relation to its intended users, audience and purpose, considering its strengths, weaknesses and possible improvements.
2	2	The student has explained the effectiveness of the solution, describing strengths, weaknesses or possible improvements.
1	1	The student has identified some strengths or weaknesses of the solution.
	0	Nothing worthy of credit

23. Reflection on process and decisions

Level	Mark	Description
4	4	The student has critically reflected on the development process, evaluating the effectiveness of planning, decisions, problem-solving and refinements throughout the project and justifying conclusions.
3	3	The student has reflected on how planning, decisions, problem-solving and refinements affected the development of the solution.
2	2	The student has explained decisions made during the development process.
1	1	The student has described some stages of the development process.
	0	Nothing worthy of credit

24. Evaluation of limitations, reliability and use of AI or research sources

Level	Mark	Description
4	4	The student has critically evaluated the use of AI-assisted tools or AI-generated content, including its reliability, bias, accuracy, limitations, ethical implications and the student's own role in reviewing, refining and validating outputs.
3	3	The student has critically evaluated the reliability and suitability of AI-generated outputs used within the project and the student's own role in reviewing, refining and validating those outputs.
2	2	The student has evaluated how AI-assisted tools or AI-generated content influenced the development of the solution.
1	1	The student has identified some use of AI-assisted tools or AI-generated content within the project.
	0	Nothing worthy of credit

5.3 NEA administration

5.3.1 Supervision and authentication of the work/project

In order to ensure that student work is their own, an appropriate level of supervision must be maintained as students develop their projects. This supervision should ensure that the contributions of individual students are recorded accurately and that plagiarism or other forms of malpractice do not occur.

Work on the NEA project does not need to take place under examination conditions and may be completed during supervised classroom sessions and other appropriate supervised activities.

Teachers may provide general guidance on the requirements of the NEA, the use of digital tools and technologies, and the interpretation of the scenario. However, teachers must not provide specific advice or direction that would influence the content, design, development or evaluation of an individual student's project.

Students must authenticate that the work submitted is their own.

5.3.2 Avoiding malpractice

Please inform your students of the OxfordAQA regulations concerning malpractice. A degree of collaboration and group work is allowed as part of the NEA project.

The acceptable group work arrangements are listed in Section 5.1.2 and beyond those exceptions students must not:

- submit work which is not their own
- lend work to other students
- allow other students access to, or the use of, their own independently sourced source material (this does not mean that students may not lend their books to another student, but students should be prevented from plagiarising other students' research)
- include work copied directly from books, the Internet, artificial intelligence (AI) tools or other sources without acknowledgement and attribution
- submit work produced wholly or in part by another person without acknowledgement
- include inappropriate, offensive or obscene material.

These actions constitute malpractice and a penalty will be given, for example, disqualification.

If you identify malpractice before the student signs the declaration of authentication, this does not need to be reported to us. Please deal with such instances in accordance with your school or college's internal procedures. We expect schools to treat such cases very seriously.

If you identify malpractice after the student has signed the declaration of authentication, the head of your school or college must submit full details of the case to us at the earliest opportunity. Please complete the form **OxfordAQA/M1**, available from oxfordaqa.com/malpractice

You must record details of any work which is not the student's own on the front of the Candidate Record Form.

You should consult your exams officer about these procedures.

5.3.3 Teacher standardisation

We will provide support for using the assessment criteria through teacher standardisation. For further information about teacher standardisation visit our website at oxfordaqa.com/9213

In the following situations teacher standardisation is essential. We will send you an invitation to complete teacher standardisation if:

- moderation from the previous series indicates a serious misinterpretation of the requirements
- a significant adjustment was made to the marks in the previous series
- the centre is new to this specification.

5.3.4 Internal standardisation

Teachers must standardise marking within the school to ensure that there are consistent marking standards for all students. The teacher must sign the centre declaration sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers assessing some trial pieces of work and identifying differences in performance
- discussing any differences in marking at a training meeting for all teachers
- referring to reference and archive material such as examples from standardisation materials.

Other valid approaches are permissible.

5.3.5 Annotating

Teachers must show clearly on the notes sections of the marking grid in the Candidate Record Form where the marks have been awarded in relation to the marking criteria. This annotation will help the moderator to see as precisely as possible where the teacher considers that the student has met the marking criteria.

5.3.6 Submitting marks

You must check that the correct marks are written on the marking grid in the Candidate Record Form. You must check that the mark on the Candidate Record Form is consistent with the mark submitted to OxfordAQA.

The deadline for submitting the marks for each student is given at oxfordaqa.com

5.3.7 Keeping the students' work

Students' work must be kept under secure conditions from the time that it is marked, with completed Candidate Record Forms. After the moderation period and the deadline for enquiries about results, or once any enquiry is resolved, you may return the work to students.

5.3.8 Moderation

Moderation is the process used to standardise marks given by schools and colleges for non-exam assessment.

A sample of NEA evidence must be uploaded, this list of student work required will be shown in Centre Services in the Centre Marks Submission (CMS) area.

You will be provided with details of who your moderator is once all your centre assessed marks have been submitted. Work should be sent within 3 working days of submitting centre assessed marks.

The moderator marks a sample of the evidence. The moderator marks are compared with the marks provided by the school to check whether any changes are needed to bring the marking in line with our agreed standards. Any changes to marks will normally keep the school's rank order but, where major inconsistencies are found, we reserve the right to change this.

OxfordAQA Exams reserves the right to visit schools by arrangement to sample stages of the project process. This is particularly where there has been a serious misinterpretation of the specific requirements and/or where the nature of projects previously agreed by a centre have been inappropriate.

5.3.9 After moderation

You will receive a report when the results are issued, which will give feedback on the appropriateness of the project carried out and interpretation of the assessment criteria. We will give you the final marks when the results are issued.

6 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures that support this aim. To ensure that all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. 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.

6.1 Entries and codes

You should use the following subject award entry codes:

Qualification title	OxfordAQA Exams entry code
OxfordAQA International GCSE Digital and Information Technology	9213

Please check the current version of the Entry Codes book and the latest information about making entries on oxfordaqa.com/exams-administration

Exams will be available in May/June.

6.2 Overlaps with other qualifications

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

6.3 Awarding grades and reporting results

In line with UK GCSEs, 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 grading system, visit our website at oxfordaqa.com

6.4 Resits

Students may resit this qualification any number of times within the life of the specification. NEA results can be carried forward for any students re-sitting the qualification.

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.

Courses for this qualification may reflect or build upon knowledge, understanding and skills developed through the Computing subject in the Oxford International Curriculum.

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 will be issued to schools when they become OxfordAQA centres.

6.7 Working with OxfordAQA for the first time

You will need to apply to become an OxfordAQA centre to offer our specifications to your students. Find out how at oxfordaqa.com/centreapprovals

6.8 Private candidates

This specification is not available to private candidates.

OXFORDAQA
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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.

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Get in touch

You can contact us at *oxfordaqa.com/contact-us*

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