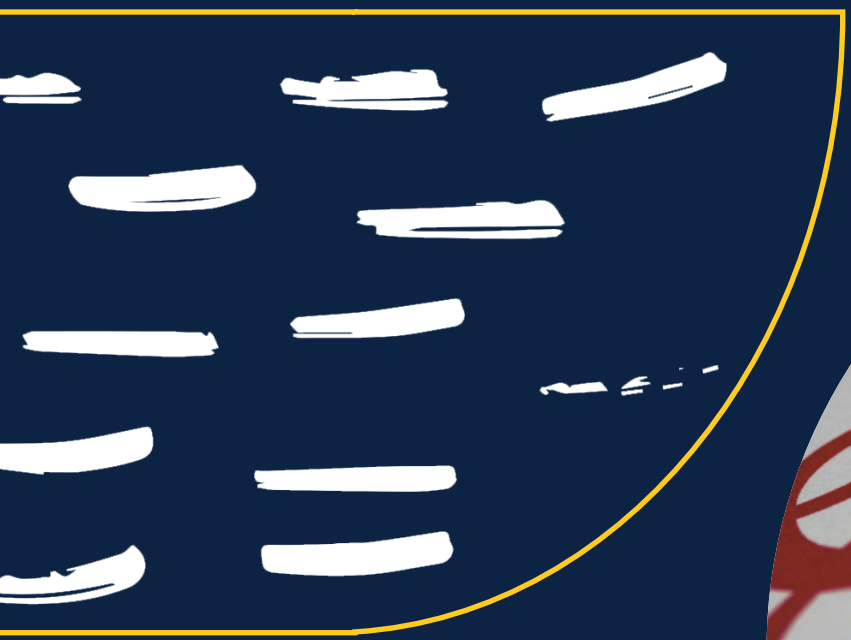
OXFORD AQA
INTERNATIONAL QUALIFICATIONS

International GCSE

English Literature

(9275) Specification





For teaching from September 2016 onwards

For exams May/June 2018 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/9275
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose OxfordAQA International GCSEs?

Our International qualifications enable schools that follow a British curriculum to benefit from the best education expertise in the United Kingdom (UK).

Our International GCSEs offer the same rigour and high quality as GCSEs in the UK and are relevant and appealing to students worldwide. They reflect a deep understanding of the needs of teachers and schools around the globe and are brought to you by Oxford University Press and AQA, the UK's leading awarding body.

Providing valid and reliable assessments, these qualifications are based on over 100 years of experience, academic research and international best practice. They have been independently validated as being to the same standard as the qualifications accredited by the UK examinations regulator, Ofqual. They reflect the latest changes to the British system, enabling students to progress to higher education with up-to-date qualifications.

You can find out about OxfordAQA at **oxfordaqa.com**

1.2 Why choose our International GCSE English Literature?

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

Our range of texts has been chosen to cater for the needs of teachers and students in all educational contexts. There are texts that will be familiar to you as well as new ones that will inspire young readers. A wide choice in each category means that there is something that will appeal to every teacher and every student.

The specification takes a skills-based approach to the study of English literature that is consistent across the genres. Our experienced team has produced question papers and mark schemes that allow you to get back to inspirational literature teaching and allow students of all abilities to achieve their best on every question.

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

It offers excellent preparation for International AS and A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.

You can find out about all our International GCSE English Literature qualifications at **oxfordaqa.com/english**

1.3 Recognition

OxfordAQA meet 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.



1.5 Support and resources to help you teach

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

Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence
- training courses to help you deliver our qualifications
- student textbooks that have been checked and approved by us
- engaging worksheets and activities developed by teachers, for teachers
- command words with exemplars
- English literature vocabulary with definitions
- a handbook to support practical work.

Preparing for exams

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

- specimen papers and mark schemes
- exemplar student answers with examiner commentaries.

Analyse your students' results with enhanced results analysis (ERA)

After the first examination series, you can use this tool to see which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching.

Information about results, including maintaining standards over time, grade boundaries and our post-results services, will be available on our website in preparation for the first examination series.

Help and support

Visit our website for information, guidance, support and resources at oxfordaqa.com/9275

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 English Literature.

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Exams will be available June 2018 onwards.

The guided learning hours (GLH) for this qualification are 120. 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

There are two potential routes through the qualification. The choice of routes allows teachers to select the most appropriate approach for their own students.

Route A allows students to demonstrate their knowledge and proficiency through two examination papers and includes a practical criticism response to a previously unseen prose text.

Route B offers the opportunity to develop an extended response to a prose text of their choice via one piece of non-exam assessment.

Route A:

1. Prose and drama
2. Poetry and unseen texts

Route B:

3. Prose and drama
4. Poetry
5. Non-exam assessment

2.2 Assessments

Route A

Paper 1: Prose and drama	+	Non-exam assessment
What's assessed Students answer one question from each section. Choice between essay style and passage-based question in each section.		What's assessed Students answer one question from each section.
How it's assessed Written exam: 1 hour 30 minutes Closed book 60 marks 40% of International GCSE		How it's assessed Written exam: 2 hours 15 minutes Open book 90 marks 60% of International GCSE
Questions **Section A: Prose fiction (30 marks)** Students will answer one question on a set text of their choice. There will be a choice between an essay style question and a passage-based question. **Section B: Drama (30 marks)** Students will answer one question on a set text of their choice. There will be a choice between an essay style question and a passage-based question.		Questions **Section A: Poetry (30 marks)** Students will answer one question from a choice of two on the OxfordAQA Exams poetry anthology, *People and Places*. **Section B: Unseen poetry (30 marks)** Students will answer one question on a previously unseen poem. **Section C: Unseen prose (30 marks)** Students will answer one question on a previously unseen prose passage.

Route B

Paper 1: Prose and drama	+	Paper 2b: Poetry	+	Non-exam assessment
What's assessed Students answer one question from each section. Choice between essay style and passage-based question in each section.		What's assessed Students answer one question from each section.		What's assessed Students will complete one extended response to a prose fiction text of their choice. This text must not come from the prescribed list of set texts.
How it's assessed Written exam: 1 hour 30 minutes Closed book 60 marks 40% of International GCSE		How it's assessed Written exam: 1 hour 30 minutes Open book 60 marks 40% of International GCSE		How it's assessed Non-exam assessment 30 marks 20% of International GCSE
Questions **Section A: Prose fiction (30 marks)** Students will answer one question on a set text of their choice. There will be a choice between an essay style question and a passage-based question. **Section B: Drama (30 marks)** Students will answer one question on a set text of their choice. There will be a choice between an essay style question and a passage-based question.		Questions **Section A: Poetry (30 marks)** Students will answer one question from a choice of two on the OxfordAQA Exams poetry anthology, *People and Places*. **Section B: Unseen poetry (30 marks)** Students will answer one question on a previously unseen poem.		

3 Subject content

OxfordAQA International GCSE English Literature provides opportunities for students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. This qualification offers students the opportunity to read a wide range of literature fluently, critically and with good understanding, so that they are able to discuss and explain their understanding and ideas in detail and appreciate the depth and power of literary texts. Studying International GCSE English Literature should encourage students to read widely for pleasure, and be a strong preparation for studying literature at a higher level.

Our range of texts has been selected to reinforce the principles behind the specification, whilst at the same time offering teachers the flexibility to design courses which reflect the interests and contexts of their specific cohorts.

Students should study a range of high quality, intellectually challenging, and substantial whole texts in detail.

These must include:

- at least one whole prose fiction text
- at least one whole drama text
- a selection of poetry.

3.1 Prose and drama

3.1.1 Prose fiction

Students will study one novel from the list of set texts. Students should study the whole text.

Choose one of the following:

- Charles Dickens: *Great Expectations*
- Harper Lee: *To Kill a Mockingbird*
- Chimamanda Ngozi Adichie: *Purple Hibiscus*
- Kazuo Ishiguro: *Never Let Me Go*
- Markus Zusak: *The Book Thief*
- OxfordAQA Exams Short Stories Anthology.

3.1.2 Drama

Students will study one play from the list of set texts. Students should study the whole text.

Choose one of the following:

- William Shakespeare: *Julius Caesar*
- William Shakespeare: *Macbeth*
- J B Priestley: *An Inspector Calls*
- Arthur Miller: *The Crucible*
- Lorraine Hansberry: *A Raisin in the Sun*

3.2 Route A: Poetry and unseen texts

3.2.1 Poetry

Students will study the OxfordAQA Exams Poetry Anthology *People and Places*. The 20 poems in this anthology are thematically linked in a variety of ways, allowing students to study a range of connected and linked ideas and themes from poets and poetry from different times and contexts.

3.2.2 Unseen poetry

In preparing for the unseen poetry section of the examination students should experience a wide range of poetry in order to develop their ability to closely analyse poems. They should be able to analyse and compare key features such as their content, theme, structure and use of language.

3.2.3 Unseen Prose

In preparing for the unseen prose section of the examination students should experience a wide range of prose texts in order to develop their ability to closely analyse the variety of ways writers create meanings and influence the reader.

3.3 Route B: Poetry and non-exam assessment

3.3.1 Poetry

Students will study the OxfordAQA Exams Poetry Anthology *People and Places*. The 20 poems in this anthology are thematically linked in a variety of ways, allowing students to study a range of connected and linked ideas and themes from poets and poetry from different times and contexts.

3.3.2 Unseen poetry

In preparing for the unseen poetry section of the examination students should experience a wide range of poetry in order to develop their ability to closely analyse poems. They should be able to analyse and compare key features such as their content, theme, structure and use of language.

3.3.3 Non-exam assessment

The alternative non-exam assessment option to unseen prose gives teachers freedom of choice in texts, allowing them to choose those best suited to the interests and needs of their candidates. It also gives teachers freedom to select tasks for their candidates that enable them to explore a full text in detail. It therefore provides an invaluable preparation for higher level study.

Candidates will study a substantial whole prose fiction text. This text must not come from any of the prescribed set texts for this qualification. The text can be selected from any literary period and can include seminal world literature. This component will be internally-assessed.

The non-exam assessment option allows a different approach to the study of literature. Some students benefit from the more open-ended possibilities of deeper research and exploration. Teachers may use this option to promote students' independent study, or they may use the option to create threads of meaning and coherence that link to the texts studied for the examined components.

When selecting a suitable text for non-exam assessment, teachers will have the freedom to choose from the literary canon of the British Isles or seminal world literature. The text selected must be similar in quality, scope and challenge to those from the prescribed list of set texts on Paper 1. Teachers will assess their students' work using the same mark scheme and assessment objective weightings for the qualification, therefore the selected text needs to have the necessary range, scope and level of challenge in order to allow students to access the assessment objectives.

4 Scheme of assessment

Find mark schemes, and specimen papers for new courses, on our website at oxfordaqa.com/9275

This specification is designed to be taken over two years.

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 2018 and then every May/June and November for the life of the specification.

All materials are available in English only.

Our International GCSE exams in English Literature include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

Our International GCSE in English Literature should encourage 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 the living world, enable students to engage with English literature in their everyday lives in order to make informed choices about further study in English literature and related disciplines.

Our International GCSE in English Literature should enable students to:

- read a wide range of literature fluently and with good understanding
- read in depth and critically evaluate sources in order to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- write accurately, effectively and analytically about their reading.

4.2 Assessment Objectives

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

- AO1: Understanding of, and engagement with, themes, ideas and contexts.
- AO2: Analysis of how writers create meanings and effects.
- AO3: Express informed, personal responses to literary texts, using appropriate terminology, and coherent, accurate writing.

4.2.1 Assessment Objective weightings

Assessment objectives (AOs)	Component weightings (approx %)					Overall weighting of AOs (approx %)
	Route A		Route B			
	Paper 1	Paper 2a	Paper 1	Paper 2b	Non-exam assessment	
AO1	16	24	16	16	8	40
AO2	16	24	16	16	8	40
AO3	8	12	8	8	4	20
Overall weighting of components (%)	40	60	40	40	20	100

4.3 Assessment weightings

The assessments are equally weighted.

Route A

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Prose and drama	60	1	60
Poetry and unseen texts	90	1	90
		Total scaled mark:	150

Route B

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Prose and drama	60	1	60
Poetry	60	1	60
Non-exam assessment	30	1	30
		Total scaled mark:	150

4.4 Non-exam assessment marking criteria

Mark	AO	Typical features	How to arrive at a mark
Level 6 Convincing, critical analysis and exploration **26–30 marks**	AO1	• Exploration of themes/ideas/ perspectives/contextual factors shown by specific, detailed links between context/text/task. • Judicious use of precise references to support interpretation(s).	**At the top of the level,** a candidate's response is likely to be a critical, exploratory, well-structured argument. It takes a conceptualised approach to the full task supported by a range of judicious references. There will be a fine-grained and insightful analysis of language and form and structure. Convincing exploration of one or more theme/idea/perspective/contextual factor/ interpretation. **At the bottom of the level,** a candidate will have Level 5 and be starting to demonstrate elements of exploratory thought and/or analysis of writer's methods and/or contexts.
	AO2	• Analysis of writer's methods. • Exploration of effects of writer's methods on reader.	
	AO3	• Critical, exploratory, conceptualised response to task and whole text.	
Level 5 Thoughtful, developed consideration **21–25 marks**	AO1	• Thoughtful consideration of themes/ideas/perspectives/ contextual factors shown by examination of detailed links between context/text/task. • Apt references integrated into interpretation(s).	**At the top of the level,** a candidate's response is likely to be thoughtful, detailed and developed. It takes a considered approach to the full task with references integrated into interpretation; there will be a detailed examination of the effects of language and/or structure and/or form. Examination of themes/ideas/perspectives/contextual factors, possibly including alternative interpretations/ deeper meanings. **At the bottom of the level,** a candidate will have Level 4 and be starting to demonstrate elements of thoughtful consideration and/or examination of writer's methods and/or contexts.
	AO2	• Examination of writer's methods. • Consideration of effects of writer's methods on reader.	
	AO3	• Thoughtful, developed response to task and whole text.	
Level 4 Clear understanding **16–20 marks**	AO1	• Clear understanding of themes/ ideas/perspectives/ contextual factors shown by specific links between context/text/task. • Effective use of references to support explanation.	**At the top of the level,** a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the full task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods. Clear understanding of themes/ideas/perspectives/ contextual factors. **At the bottom of the level,** a candidate will have Level 3 and be starting to demonstrate elements of understanding and/or explanation of writer's methods and/or contexts.
	AO2	• Clear explanation of writer's methods. • Understanding of effects of writer's methods on reader.	
	AO3	• Clear, explained response to task and whole text.	

Mark	AO	Typical features	How to arrive at a mark
Level 3 Explained, structured comments **11–15 marks**	AO1	• Some understanding of implicit themes/ideas/ perspectives/ contextual factors shown by links between context/text/task. • References used to support a range of relevant comments.	**At the top of the level,** a candidate's response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods. Explanation of some relevant ideas/contextual factors. **At the bottom of the level,** a candidate will have Level 2 and be starting to explain and/or make relevant comments on writer's methods and/or contexts.
	AO2	• Explained/relevant comments on writer's methods. • Identification of effects of writer's methods on reader.	
	AO3	• Some explained response to task and whole text.	
Level 2 Supported, relevant comments **6–10 marks**	AO1	• Some awareness of implicit themes/ideas/contextual factors. • Comments on references.	**At the top of the level,** a candidate's response is likely to be relevant and supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text. There will be identification of effects of deliberate choices made by writer. Awareness of some contextual factors. **At the bottom of the level,** a candidate's response will have Level 1 and be starting to focus on the task and/or starting to show awareness of the writer making choices and/or awareness of contexts.
	AO2	• Identification of writers' methods. • Comments on effects of methods on reader.	
	AO3	• Supported response to task and text.	
Level 1 Simple, explicit comments **1–5 marks**	AO1	• Simple comment on explicit ideas/contextual factors. • Reference to relevant details.	**At the top of the level,** a candidate's response is likely to be narrative and/or descriptive in approach. It may include awareness of the task and provide appropriate reference to text; there will be simple identification of method. Simple comments/ responses to context, usually explicit. **At the bottom of the level,** a candidate's response will show some familiarity with the text.
	AO2	• Awareness of writer making deliberate choices. • Simple comment on effect.	
	AO3	• Simple comments relevant to task and text.	
0 marks	Nothing worthy of credit/nothing written.		

5 Non-exam assessment (NEA)

Non-exam assessment (NEA) refers to the coursework elements of this specification. This specification contains the following non-exam assessment:

Students will complete one extended response to a prose fiction text of their choice.

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

For more information on the administration of the non-exam assessment, please refer to the Non-exam assessment guidance section on the exams administration page of our website at oxfordaqa.com/exams-administration

Please refer to the NEA Teaching guidance and exemplar student responses with commentary document in the Marked Exemplars section of the International GCSE English Literature page on our website at oxfordaqa.com/9275

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

Qualification title	OxfordAQA entry code
OxfordAQA International GCSE English Literature	English Literature Route A – 9275 A English Literature Route B – 9275 B

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 May/June and in November.

6.2 Overlaps with other qualifications

This specification overlaps with the AQA UK GCSE in English Literature (8702).

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 new grading system, visit our website at oxfordaqa.com/recognition

6.4 Re-sits

Candidates can re-take the whole qualification as many times as they wish. This is a traditional linear specification, individual components cannot be re-sat.

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

6.5 Previous learning and prerequisites

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

6.6 Access to assessment: equality and inclusion

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

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

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

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

Centres may accept private candidates for examined units/components only with the prior agreement of OxfordAQA. If you are an approved OxfordAQA centre and wish to accept private candidates, please contact OxfordAQA at: info@oxfordaqa.com

Private candidates may also enter for examined only units/components via the British Council; please contact your local British Council office for details.

OXFORD AQA
INTERNATIONAL QUALIFICATIONS

Fairness *first*

Thank you for choosing OxfordAQA, the international exam board that puts fairness first.

Benchmarked to UK standards, our exams only ever test subject ability, not language skills or cultural knowledge.

This gives every student the best possible chance to show what they can do and get the results they deserve.



Get in touch

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

or email *info@oxfordaqa.com*

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