

INTERNATIONAL AQA GCSE **ENGLISH LANGUAGE** **9270/2**

PAPER 2 – Source-based Reading and Directed Writing

Mark scheme

November 2018

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A:

AO1: Reading

- R1:** Read and understand texts, selecting and utilising material appropriate to purpose
R2: Collate and synthesize detail from one or more sources, making cross-references and comparisons as appropriate
R3: Develop and sustain interpretations of writers' ideas and perspectives
R4: Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

Examiners must reward any valid interpretations. Answers *might*, however, include some of the examples given for each question.

0	1
---	---

Read **Source A**. What do you learn about why some people wanted to be explorers?

AO1

- R1:** Read and understand texts, selecting and utilising material appropriate to purpose
R2: Collate and synthesize detail from one or more sources, making cross-references and comparisons as appropriate
R3: Develop and sustain interpretations of writers' ideas and perspectives

Marks are awarded for the appropriate selection of detail and consideration of it. Better responses are likely to use detail to explain purposes.

0 marks: nothing relevant

Award 1 mark for answers which **offer isolated detail and/or unsupported assertion** eg

- Some explored because they were greedy.
- They wanted to spread their own form of religion.

Award 2-3 marks for answers which **use detail to make some relevant comment** eg

- Some wanted to know about unknown places, 'curiosity itself was sufficient reason.'
- Some were sent to 'claim new lands' and would be rewarded and honoured for their work.

Award 4-5 marks for answers which **collate and use a range of relevant detail; may infer** eg

- Some explorers were motivated by the promise of great wealth but also honour if they were to be successful in discovering and claiming 'new lands'. They would look forward to surviving and returning, 'that rare ecstatic arrival', and telling others of their adventures.
- Exploring could bring great risks, 'even the acceptance of death', but the urge to face these challenges and the unique experience, 'that particular brand' ... 'that special kind', and to tell others of their experiences inspired some people to become explorers.

0	2
---	---

Read **Source B**. How does the writer persuade the reader to become an explorer?

[6 marks]

AO1

R1: Read and understand texts, selecting and utilising material appropriate to purpose

R2: Collate and synthesize detail from one or more sources, making cross-references and comparisons as appropriate

R3: Develop and sustain interpretations of writers' ideas and perspectives

R4: Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

Marks are awarded for the appropriate selection and synthesis of persuasion techniques. Candidates may refer to word-use, sentence structure or other linguistic features. Better responses are likely to examine and analyse use and effect. Responses are likely to draw on detail contained in the table below; allow other valid interpretations.

0 marks: nothing relevant

Award 1-2 marks for answers which **refer to relevant detail and/or unsupported assertion** eg

- He says that being an explorer can make a difference.
- Lots of people want to be explorers so it must be good to be one.

Award 3-4 marks for answers which **uses detail to begin to explain how the writer persuades** eg

- The writer explains that there are plenty of places still to explore, 'the world isn't fully explored' and there are things we don't know about. This makes the reader curious about exploring unknown places.
- The writer makes exploring sound exciting and out-of-the-ordinary, 'dangerous, difficult and unique journeys'. His enthusiastic persuasion is shown in the final sentence which commands the reader to 'get out there and just do it!'

Award 5-6 marks for answers which **collate a range of relevant detail to explain and/or explore persuasion** eg

- The writer refers to examples of famous explorers such as Livingstone and describes exploring as being potentially 'dangerous, difficult and unique'. The cumulative effect is to project a sense of both fame and heroism, appealing to the reader's ego and aspiration to be different.
- He persuades with the use of his personal voice which reinforces his sincerity, 'I tell them the truth. You need to have what it takes.' This presents it as a challenge that the reader might rise to. He persuades by explaining that the driving force is about belief, 'if you believe' ... 'great willpower' and not some special ability only given to a few.

0	3
---	---

Read **Source C**. In what ways does the writer help the reader to picture the astronauts' first view of the moon?

[9 marks]

AO1

R1: Read and understand texts, selecting and utilising material appropriate to purpose

R3: Develop and sustain interpretations of writers' ideas and perspectives

R4: Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

Marks are awarded for the identification and consideration of relevant language use. Better responses are likely to analyse method and may refer to detail, structure and/or linguistic technique. Responses are likely to draw on detail contained in the table below; allow other valid interpretations.

0 marks: nothing relevant

Award 1-3 marks for answers which **identify literal detail; may make simple comment** eg

- We learn that the moon has craters.
- He can't tell how far things are from the space module.
- The colours of the moon were tan and gray.

Award 4-6 marks for answers which **refer to a range of relevant detail** and/or **begin to develop relevant comment** eg

- The writer uses detail of the views, 'a broad level plain,...', 'hills and boulders at the horizon', to show how varied the landscape is.
- He describes how hard it was to judge size and distance, 'it was hard to tell', as there were no other objects to compare the size to.
- The writer tells us that it was 'better than the clearest day on earth'. This comparison helps us to understand how unexpectedly clear everything was.

Award 7-9 marks for answers which **analyse and/or explore language use and effect** eg

- There is a focus on the varied colours, 'light tan ... ashen gray' and how the 'strange play of light' changes the look of the landscape. The absence of primary colours perhaps reflects the absence of life on the moon – at least life as we know it.
- The moon is 'unreal' and the writer compares it to undiscovered lands. The space beyond is 'as empty as the margins of a fifteenth-century map.' This reinforces a sense of emptiness and mystery with the word 'margins' suggesting it is almost on the edge of discovery.
- The writer conveys the moon through Armstrong's eyes and the reader learns of his feelings. He is 'confused' by the size of the landscape, he thinks the 'strange play of light' is 'amazing'. To him, the view appears to lack danger, more like a place to relax, 'it seemed inviting', and he compares it to a relaxed visit to the beach, a familiar feeling for many readers.

0	4
---	---

Read **Sources C and D**. Compare the experiences described in **Source C** with the experiences described in **Source D**.

[10 marks]

AO1

R1: Read and understand texts, selecting and utilising material appropriate to purpose.

R2: Collate and synthesize detail from one or more sources, making cross-references and comparisons as appropriate.

R3: Develop and sustain interpretations of writers' ideas and perspectives.

Marks are awarded for the appropriate identification and comparison of the views presented in the named sources. Better answers are likely to explore the views presented and may raise possible contradictions within these.

0 marks: nothing relevant

Award 1-3 marks for answers which **identify detail relevant to experience and/or make simple comment on this** eg

- They are the first men to land on the moon.
- **Source C** is about landing on the moon and **Source D** is about climbing a mountain.

Award 4-6 marks for answers which **begin to demonstrate awareness of similarity and/or difference**; awareness may be implicit eg

- In 'A Man on the Moon' the astronauts are experiencing something very strange and 'unreal' as there is no sense of perspective. In 'How to Climb the Matterhorn', however, the men have much more of a sense of height and danger as they can see that the 'drops on either side were precipitous'.
- In both sources the men feel a sense of 'relief' as they have achieved what they have dreamed of. Aldrin and Armstrong have landed safely after 'a close call' and Hart and Fasel reached the top despite awful weather.

Award 7-10 marks for answers which **explore and compare the experiences presented**; comparison may be implicit through selection and comment eg

- In both extracts the men experience a feeling of 'relief' and elation as they have overcome many challenges to arrive at their goal. In 'A Man on the Moon', the writer describes the 'personal high' and the shared 'triumph' in the men finally making it on to the surface of the moon. Hart also writes about the experience as being 'exhilarating'; it 'removed all feelings of tiredness' once they reached the summit and could enjoy the view that 'fewer than 10 people' had been able to experience.
- The astronauts' experience is quite different to that of the climbers in that it is more removed from reality. They have nothing on which to 'judge size and distance' and there is an 'unreal clarity to the view'. The writer states that, despite this strangeness, it 'was not a hostile scene' and the men felt oddly comfortable there despite not having any idea where they were. However, the climbers have much more of a sense of where they are and were 'totally exposed, with huge drops on either side'. There is a clearer sense of danger in this extract as the men know there is 'no margin for error' and can see where the drops would take them.

0 5

Read **Source E**. How does the writer create a sense of awe and wonder?

[10 marks]

AO1

R1: Read and understand texts, selecting and utilising material appropriate to purpose

R3: Develop and sustain interpretations of writers' ideas and perspectives

R4: Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

Marks are awarded for the appropriate identification and consideration of method which may refer to detail, structure and/or linguistic techniques. Better responses are likely to examine and analyse method.

0 marks: nothing relevant

Award 1-3 marks for answers which **identify appropriate detail and/or method**; may make simple comment eg

- The writer describes that there were 'hundreds and hundreds of hammerhead sharks'.
- When you go diving the writer says 'you never know what you're going to see' which creates a sense of wonder.

Award 4-6 marks for answers which **begin to develop comment on detail and/or method** eg

- The writer makes the experience of diving awe-inspiring as there were 'suddenly [...] hundreds and hundreds' of hammerheads around them, suggesting that the sheer amount of sharks is something to wonder at.
- There is an impression of awe and wonder created in the description the writer gives as the hammerhead sharks are 'Above me. Below me. To the side of me. Silhouetted', creating the feeling the writer was completely surrounded by the sharks.

Award 7-10 marks for answers which **examine, analyse and/or explore detail and/or method** eg

- The writer uses the nouns 'majesty' and 'serenity' to effectively describe the diving experience, suggesting that the underwater world is magical and inspires a sense of awe. The impression that 'you never know what you're going to see' further enhances the sense that there is an element of the unknown to inspire wonder in the reader. However, this magic is perhaps contrasted with descriptions of an 'utterly silent' and 'eerie world', revealing that there are two sides to the experience of being beneath the waves.
- Magical and wondrous imagery is developed with highly visual descriptions of 'candy-hued' coral which is compared to 'a Monet', creating the impression that underwater is like a work of art: perfect and inspirational, something to be savoured. The writer continues the breath-taking comparisons by describing 'forests that look like white Christmas trees shooting up from the seabed', creating a picture of a winter wonderland.

Section B:

AO2: Writing

- W1:** Communicate clearly, effectively and imaginatively; use and adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader
- W2:** Use a range of sentence structures for clarity, purpose and effect
- W3:** Organise information and ideas into sentences, paragraphs and whole texts; use a variety of linguistic and structural features to support cohesion and overall coherence
- W4:** Demonstrate technical accuracy in grammar, punctuation and spelling

W1, **W2** and **W3** are assessed in the first template for each question.

W4 is assessed in the final template.

Mode of assessment

Scripts should be clearly annotated with comments based on the mark scheme descriptors. Summative comments must be taken from the mark scheme descriptors and the band form which they are taken must be indicated in brackets.

Rubric infringement

Candidates are required to complete one of the given tasks. Where a candidate attempts more than one task, both (or all) must be marked using the mark scheme. The candidate will be awarded the higher of the marks.

0 6

An explorers' website has launched a writing competition with the question:

'If you could go anywhere, where would you go and what would you do?'

Write your entry for this competition.

You may use information from the sources in **Section A** as well as your own ideas.

[40 marks]

Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated 26–30 Marks</p> <ul style="list-style-type: none"> communicates in a sophisticated way with discriminating selection and development of detail; sophisticated adaptation of form for purpose; sophisticated/creative vocabulary choices and phrasing; fully engages readers sophisticated manipulation of sentence structures for clarity, purpose and effect creatively structured with sophisticated paragraphing for effect 	<ul style="list-style-type: none"> cogent focus on subject integrates a range of complex details and ideas; may use sources skilful manipulation of reader's response voice is consistently matched to needs of an explorers' website audience sophisticated use of Standard English
<p>Band 5: assured 21–25 Marks</p> <ul style="list-style-type: none"> communicates effectively with assured selection of detail and developed ideas; assured adaptation of form for purpose; assured vocabulary choices and phrasing; begins to manipulate reader response assured and ambitious use of a range of sentence structures for clarity, purpose and effect assuredly structured with fluent linking of paragraphs to sustain coherence 	<ul style="list-style-type: none"> assured use of details and ideas to enhance explanation; may use sources range of rhetorical devices used selectively and effectively; discourse markers effectively integrated begins to anticipate and address potential reader response; makes ideas plausible uses tone effectively assured use of Standard English
<p>Band 4: secure 16–20 Marks</p> <ul style="list-style-type: none"> communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response varied sentence structures securely used to create different effects clearly organised with coherent links formed within and between paragraphs 	<ul style="list-style-type: none"> range of details and ideas used to explain; may use sources uses rhetorical devices for effect; discourse markers used to navigate readers and support organisation captures a variety of elements of competition entry eg effective opening and conclusion secure use of Standard English

<p>Band 3: some control 11-15 Marks</p> <ul style="list-style-type: none"> communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader some variety and conscious control of sentence structures for effect ideas are logically sequenced with paragraphs marking a shift in focus 	<ul style="list-style-type: none"> begins to use detail to extend explanation and support ideas; may use sources may begin to engage reader through use of rhetorical questions and direct address demonstrates awareness of the needs of a competition entry eg an engaging opening generally uses accurate Standard English
<p>Band 2: simple 6-10 Marks</p> <ul style="list-style-type: none"> communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary some sustained use of a range of sentence structures some sustained sequencing of ideas with usually random paragraphing 	<ul style="list-style-type: none"> provides some ideas about where they would want to go and what they would do; explains these with some simple detail; may use and/or copy from sources evidence of some attempt to write an essay eg an introductory paragraph some sustained use of accurate Standard English
<p>Band 1: some attempt 1-5 Marks</p> <ul style="list-style-type: none"> some attempt to communicate relevant meaning some attempt to organise ideas into sentences some simple sequencing of ideas 	<ul style="list-style-type: none"> makes some general statements about going somewhere; may copy from sources may give example(s) of where they would want to go/what they would do occasional use of accurate Standard English
<p>0 Marks</p>	<p>Nothing worthy of credit</p>

0 7**‘You don’t have to leave your own country to be an explorer’.**

Write an article for a national newspaper in which you argue your views on this statement.

You may use information from the sources in **Section A** as well as your own ideas.

[40 marks]

Generic Skills Descriptors	Specific Content
Band 6: sophisticated 26–30 Marks <ul style="list-style-type: none"> communicates in a sophisticated way with discriminating selection and development of detail; sophisticated adaptation of form for purpose; sophisticated/creative vocabulary choices and phrasing; fully engages readers sophisticated manipulation of sentence structures for clarity, purpose and effect creatively structured with sophisticated paragraphing for effect 	<ul style="list-style-type: none"> cogent focus on subject integrates a range of complex details and ideas to promote viewpoint; may use sources skilful manipulation of reader’s response voice is consistently matched to needs of newspaper audience sophisticated use of Standard English
Band 5: assured 21–25 Marks <ul style="list-style-type: none"> communicates effectively with assured selection of detail and developed ideas; assured adaptation of form for purpose; assured vocabulary choices and phrasing; begins to manipulate reader response assured and ambitious use of a range of sentence structures for clarity, purpose and effect assuredly structured with fluent linking of paragraphs to sustain coherence 	<ul style="list-style-type: none"> assured use of details and ideas to sustain and develop viewpoint; may use sources range of rhetorical devices used selectively and effectively; discourse markers effectively integrated begins to anticipate and address potential reader response; makes viewpoint convincing uses tone effectively assured use of Standard English
Band 4: secure 16–20 Marks <ul style="list-style-type: none"> communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response varied sentence structures securely used to create different effects clearly organised with coherent links formed within and between paragraphs 	<ul style="list-style-type: none"> range of details and ideas used to develop points about being an explorer; may use sources uses rhetorical devices for effect; discourse markers used to navigate readers and support organisation captures a variety of elements of newspaper article eg use of quotation; relevant facts and/or statistics secure use of Standard English

<p>Band 3: some control 11-15 marks</p> <ul style="list-style-type: none"> communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader some variety and conscious control of sentence structures for effect ideas are logically sequenced with paragraphs marking a shift in focus 	<ul style="list-style-type: none"> begins to use detail to develop and support ideas on being an explorer; may use sources may begin to engage reader through use of rhetorical questions and direct address demonstrates awareness of the needs of a newspaper article eg logical progression from one point to the next generally uses accurate Standard English
<p>Band 2: simple 6-10</p> <ul style="list-style-type: none"> communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary some sustained use of a range of sentence structures some sustained sequencing of ideas with usually random paragraphing 	<ul style="list-style-type: none"> provides some ideas about being an explorer/travelling; explains these with some simple detail; may use and/or copy sources evidence of some attempt to write an article eg an appropriate opening some sustained use of accurate Standard English
<p>Band 1: some attempt 1-5 Marks</p> <ul style="list-style-type: none"> some attempt to communicate relevant meaning some attempt to organise ideas into sentences some simple sequencing of ideas 	<ul style="list-style-type: none"> expresses an opinion about exploring/travelling; may copy from sources may give example(s) of exploration occasional use of accurate Standard English
<p>0 Marks</p>	<p>Nothing worthy of credit</p>

W4 (questions 6 and 7): Demonstrate technical accuracy in grammar, punctuation and spelling

Generic Skills Descriptors
<p>Band 5: sophisticated 9-10 Marks</p> <ul style="list-style-type: none"> • demonstrates complete grammatical control • uses punctuation in a sophisticated way to guide and/or manipulate reader; may use creatively for effect • spells a wide range of complex and irregular words accurately; occasional lapses may occur
<p>Band 4: assured 7-8 Marks</p> <ul style="list-style-type: none"> • demonstrates extensive grammatical control • uses a range of punctuation accurately to demarcate sentences and clauses, punctuate dialogue, and create a range of effects • spells a range of complex and irregular words accurately
<p>Band 3: secure 5-6 Marks</p> <ul style="list-style-type: none"> • demonstrates generally secure grammatical control • sentence demarcation is secure and punctuation is used for effect; some accurate use of commas and/or semi-colons • spells commonly used complex and irregular words accurately
<p>Band 2: some control 3-4 marks</p> <ul style="list-style-type: none"> • demonstrates limited grammatical control • capital letters and full stops are generally used correctly; begins to use punctuation for effect • basic spelling is accurate; some commonly used complex and irregular words spelt accurately
<p>Band 1: simple 1-2 Marks</p> <ul style="list-style-type: none"> • demonstrates poor grammatical control • uses punctuation with occasional accuracy • basic spelling is usually accurate
<p>0 Marks: nothing worthy of credit</p>