

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL GCSE ENGLISH LANGUAGE

(9270/P) NEA

Report on the examination

June 2019

REPORT ON EXAMINATION: INTERNATIONAL GCSE ENGLISH LANGUAGE 9270/P JUNE 2019

The virtue of the coursework option is its encouragement of wider and deeper study than is possible in timed examinations, and the scope for independence and individuality in the choice of topics close to students' own interests and experience. Whilst it is especially suitable for providing stretch and challenge for the more able, the freedom of topic choice is also an enabling feature for less able students, who may be more motivated by choosing a topic that matters to them.

Work submitted was impressive in its range of topics, rigour of research and engagement with ideas and values in writing. Some of the topics explored showed an impressive complexity of thought and research. A particularly strong coursework project engaged with subtleties and complexities of a philosophical, practical and personal nature in a submission worthy of adult professional merit: *The deception of free will: a necessary illusion?* Others grappled with complex issues of technical and social contemporary world issues, such as *The Future of Energy, Is water pollution really a problem?* and *The plastics threat to our world*. Vigorous writing to argue and persuade was evident in topics that explored a range of sources and which linked social issues with students' own concerns: *Has Feminism gone too far?*, *The impact of the modelling industry* and *"Perfection" is the new fad!* There were several projects based on students' views of education now and in the future: *Paperless classrooms* and *Education and new technology*. Students choosing a more illustrative approach to topics closer to their own experience wrote with refreshing personal commitment about topics such as *Is Bullying an epidemic?*, *Are footballers overpaid?* and *The benefits of team sports*.

The Reading and research for all of these topics was at least appropriate and varied, and at best, impressive and formidable. Clearly, staff had advised students on the importance of selecting suitable challenging and varied sources in order to show engagement with conflicting data and opinions. This helped students to write with the structural and stylistic features of writing to describe, analyse and evaluate. It also helped them to relate to ideas and situations in a wider context of relevance but also with a personal sense of values and belief. The writing was, as may be expected from the favourable conditions of coursework, of a high presentational standard, often enhanced by the inclusion of relevant graphic and pictorial items.

Teachers had also advised students of the importance of the commentaries as part of the project assessment. The reading commentaries were well crafted to show engagement and criticality, and the writing commentaries offered more than the standard list of acronymic devices, but commented on structural choices such as paragraph sequence and purpose, as well as lexical choices to be authoritative, amusing or personal.

Teacher assessment was well supported by apt and precisely situated marginal comment and summative comment based on criteria. Whilst there was evidence of severity and of leniency in the entry, it was possible to confirm all marks as within tolerance. Centre administration, both of students' work and of final submission of marks and the sample, was admirable.

This was a very fine first submission – a pleasure to read, let alone to moderate!

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FAIR ASSESSMENT PROMISE

In line with OxfordAQA's Fair Assessment promise, the assessment design, marking and awarding of this examination focused on performance in the subject, rather than English language ability.



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