

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL GCSE ENGLISH LANGUAGE

(9270/2) Paper 2

Report on the examination

June 2019

REPORT ON EXAMINATION: INTERNATIONAL GCSE ENGLISH LANGUAGE 9270/2 UNIT 2 JUNE 2019

Report on Oxford AQA International GCSE English Language Paper 2 – Summer 2019

The resource booklet's theme was Communication and considered various types from human to the technological.

Question 1

Students were to write about why the supermarket robot was not a success. This was a collation of details with higher marks rewarded for clear explanations, preferably not by stringing quoted sections of the text. The question does have the word 'not' in bold but a number of students used their time to un-necessarily explain how the robot was successful at first or even why robots could be a success.

Question 2

An article on the use of smartphone usage in India and why the writer found it interesting.

Students who gained higher marks were able to identify how Indians had adapted the technology to fit into their lifestyle and the positive aspects of this. As with Question 1, some students paraphrased everything in the article, including the example of the elderly man and this is only of relevance if it is explicitly linked to the question.

The question also clearly states what *the writer* finds interesting. Some students failed to read the question closely and wrote about what they found interesting.

Question 3

This used two contrasting resources, the first was two photographs of positive use of technology, the second was an article critical of social networking and students were asked what they suggested about the different effects of technology.

A few students made little use of the resources, preferring to give their own views on what technology meant to them. Some only referred to one source, usually the article. Whilst it was possible to gain marks in the middle tier (marks 4-6), students are advised to carefully read the question and make use of the directed resources, shown on the question paper in bold.

Some of the better responses made close observation of the pictures highlighting the convenience of video-conferencing and the inter-action and happiness of the participants. They also noted the inter-action between the children in the second picture. A further well-made point was how technology has benefited different generations. For the article they discussed the many negative aspects referring closely to the writer's comments and attitude.

Question 4

This question concerned how a relationship is established between the explorers and a rarely seen tribe. Most students recognised the importance of gestures and facial expressions. Better responses also recognised the importance of trading as a mark of respect and dignity rather than patronising the tribe, also how a shared understanding of a gesture brought the two groups closer in trust and friendliness.

Question 5

This was mainly a language analysis question examining how tension and excitement is developed in the extract from *My Left Foot*. The key word is the first word in the question, *Examine* and responses that noted where

tension and excitement were shown, usually by copying lines from the text, gained fewer marks than those that commented on the effect of particular words or how details contributed to the moment. It was pleasing to see how some students noted the sensory language such as the way everyday sounds came to the forefront in contrast to the silence from the family as they tensely waited to see what Christy would do.

A noticeable feature in the answers, possibly because of the picture, was students writing about the chalk being like a piece of gold and that this was a simile. Some wrote a paragraph on this without any explicit link to tension or excitement.

Some students only considered tension and while this provided some marks it was not a full answer to the set question.

Questions 6 and 7

Two titles were set. Q6 referred to an essay writing competition and required discussion with the title: Communication is more than just words. Q7 was an argument with the title: Technology is ruining young people's ability to communicate. There was about an equal split between undertaking the two titles and no students did both titles.

The first bullet point above the questions advises students to think and plan ideas and there was very limited evidence of planning. Some of the highest marked students showed exceptional skills in building an argument or point of view and not just leading from one point into another. The latter approach has a tendency to read as if ideas occur to the writer as they go along and is far less engaging or convincing.

Students are invited to use information from the source booklet and some did with success. It is important to give the context of the quotation in the article or essay. As a teaching guide, the use of actual examples - from the booklet, current affairs or even their own life experiences can help organise an engaging essay and helps avoid broad generalisations and 'words of wisdom'.

It was pleasing to see spelling consistently good, especially for complex and irregular words. Paragraphing was also secure in most written pieces with suitable links made between them.

Previous reports have commented on the secure use of basic punctuation – full-stops and commas – but less use of wider and more adventurous use of punctuation to create effects within the expression. Equally, taking the second bullet in the mark scheme, a range of sentence structures for clarity and especially effect can enliven the tone and style of writing.

A further teaching point is that the titles invite both sides of the issue to be considered and this allows students more opportunities to present ideas. For example, technology ruining young people's ability to communicate does not have to be an absolute: it might well be ruining some aspects of communication, for example, a well-crafted letter, but it might also enhance some skills such as communication with a world audience. Some of the lower marked students often made a point and then elaborated on the same point and then used the same point in the conclusion. Again, this suggests that planning the essay before writing is a sensible approach.

With Communication as the topic it was pleasing to read responses from young people who had clearly considered its importance and that the cynicism of one of the resources was not borne out. Instead, we saw lively, thoughtful and articulate writing.

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