

OXFORD

INTERNATIONAL  
AQA EXAMINATIONS

# INTERNATIONAL GCSE ENGLISH LANGUAGE

(9270/P) NEA

Report on the examination

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June 2023

## REPORT ON EXAMINATION: INTERNATIONAL GCSE ENGLISH LANGUAGE 9270/P JUNE 2023

The entry numbers for this option remained consistent with the previous series, with a few centres choosing this option for most of their students. The work submitted showed enthusiasm and engagement for the task selected and the chosen topic.

The option led to some extremely impressive work by students of all abilities and especially very able students, who relished the opportunities offered by this option and some excellent work by students selecting this option rather than a timed examination paper. The advantages of the option are clear: the unlimited time available, with the possibility of drafting and re-drafting; the scope for following a personal interest or enthusiasm; and the opportunity to read widely and to develop some original research data. Students whose motivation and guidance were based on these features produced substantial work which interrogated a range of conflicting sources in different media and combined personal values and beliefs with the evidence encountered to make eloquent compositions on a wide range of subjects. This series, topics selected included: *Should Eugenics be Legal*, *How can Art Inspire*, *The Science of Fear: behind the Uncanny Valley*, *The Media and Mental Health*, *Tackling the Global Energy Crisis*, *Is Infinity, really Infinite?*

It is apparent that the elements that motivate and inspire some students can be a disincentive to others. Students' reading needs to be wide, critical, and evaluative, as required in the Reading and Research Commentary. Students whose written repertoire is limited to narration or description will be unlikely to show themselves to advantage when their writing lacks the vocabulary and grammatical structures associated with persuasive and argumentative responses as required by the Writing Commentary. These commentaries are an assessed part of the submission, with one descriptor in each band allocated to their assessment.

Teachers should ensure that students aiming for the highest marks (Band 6) in Reading and Research are aware that these are two processes involving more than Googled downloads and simple content transfer. The italicised parts of the band descriptors provide clear guidance:

- impressive knowledge and breadth of reading; *perceptive and challenging*
- sophisticated integration and *adaptation* of source information
- impressive condensing and *extrapolating* from material to serve audience and purpose
- explanation, example, and commentary show sophisticated command of the *research and writing processes*

There are other considerations affecting colleagues responsible for guiding and assessing this component. It is a clear requirement, and to be signed as understood and agreed to by staff, that students' work is annotated to show in precisely situated marginal comments and a summative statement, where they have met key elements of the marking-criteria. Whilst not mandatory, it is also useful and best practice for assessors to include the marking-criteria and show by highlighting or ticking elements demonstrated by the work for reading and writing separately.

Where students and staff are aware of these features of the NEA and have been made familiar with published guidance on the spirit of the component and the precise comments and marks on standardising exemplars, they can be assured of moderation which confirms good practice.

The component does allow colleagues in centres to access individual advice on any aspects of preparing students for the NEA and for assessing the work. The NEA advisor is available for email or Zoom consultation and will be very willing to support colleagues who wish to use this motivating and rewarding

option for students who can benefit from its encouragement to originality, independent study and more substantial coverage of a personally chosen topic than available elsewhere.

## GET HELP AND SUPPORT

Visit our website for information, guidance, support and resources at [oxfordaqaexams.org.uk](https://oxfordaqaexams.org.uk)

## 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.



**OXFORD INTERNATIONAL AQA EXAMINATIONS**  
GREAT CLARENDON STREET, OXFORD, OX2 6DP  
UNITED KINGDOM

[info@oxfordaqaexams.org.uk](mailto:info@oxfordaqaexams.org.uk)  
[oxfordaqaexams.org.uk](https://oxfordaqaexams.org.uk)

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