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INTERNATIONAL  
AQA EXAMINATIONS

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# INTERNATIONAL GCSE ENGLISH LANGUAGE

## 9270/2

Paper 2 - Source-based Reading and Directed Writing

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Mark scheme

November 2022

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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.

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## 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: Reading****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.**

**Question 1**

0	1
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Read **Source A**. What are the benefits of travelling by tuk-tuk, according to the writer?

**[5 marks]**

**AO1:**

R1

Marks are awarded for the appropriate selection of detail to address the question.

**0 marks:** nothing relevant

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

- They are a fun way to travel
- They are quite quick

**Award 3-5 marks** for answers which **use a range of relevant detail; may comment and/or explain**  
eg

- Tuk-tuks are a 'practical' and fun way to travel as you can experience the chaos of the city. They are 'open air', although the hood does offer some protection if needed.
- The writer says that travellers are able to take in an 'uninterrupted view of the scenery' as they are not stuck in a bus or taxi, which enables them to take photos and enjoy the experience. Drivers will also 'slow down or stop' when asked so that you can get out and visit landmarks as you go, something you wouldn't be able to do if you were on a bus for example.

## Question 2

0 2

Read **Source B**. Explain the possible advantages **and** disadvantages of flying taxis, according to the article?

[7 marks]

### AO1

R1 R2 R3

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

**0 marks:** nothing relevant

**Award 1-2 marks** for answers which identify **isolated relevant detail**; may make simple comment e.g.

- They will help to ease congestion on the ground.
- Only the wealthy can afford them.

**Award 3-5 marks** for answers which begin to use **detail to explain** advantages **and/or** disadvantages e.g.

- The article claims that flying taxis will help to 'ease congestion' in the long term as traffic will be lighter, and some pressure will be taken off the roads, which is an advantage.
- Some critics claim they are 'billionaire's toys' and 'only the wealthy can afford to fly' so they won't be able to convince many people to use them.

**Award 6-7 marks** for answers which offer a **coherent explanation**, of **both** advantages and disadvantages, may infer e.g.

- Flying taxis will help to 'ease congestion' and take pressure off the 'transport infrastructures'. As well as reducing the time drivers waste stuck in traffic, this will also be an advantage in terms of reducing pollution. Although the development of flying taxis may take some time, there is a sense that these vehicles are helping to plan for a more sustainable future.
- One of the major issues with the air taxis is the cost. Because people think that private flights are too expensive, it will be difficult to convince them that the air taxis are not 'a billionaire's plaything'. Additionally, to make it cheaper the taxis would have to be without a pilot, which would put people off because of the possible dangers.

**Question 3****0 3**Read **Source C**. Examine the methods the writer uses to create a sense of tension.**[9 marks]****AO1**

R1 R3 R4

**0 marks:** nothing relevant**Award 1-3 marks** for answers which **identify relevant isolated detail and/or method**, may make simple comment eg

- It is tense because the plane seems too slow and fragile to take off.
- A person watching thinks he might crash into the telegraph wires.

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

- Tension is created because the plane seems to be moving too slowly. There is use of a metaphor, 'creep forward' and simile, 'rolling over a mattress', it does not seem to have enough power to get up into the air.
- Lindbergh cannot see clearly out of the plane and may not be going in a straight line so he could hit something. 'He now realised' and 'Impossible to be certain' shows he can do nothing about it and adds to the tension.

**Award 7-9 marks** for answers which **examine, analyse and explore detail and/or method/effect** eg

- The quotation, 'glued to the earth' suggests the plane cannot leave and is being held down. The metaphor 'hugged the earth' personifies the plane and gives the impression it does not want to leave. Together, they reinforce the sense of the plane struggling to get airborne and tension is built as it takes three attempts to break free from the ground. Coming back down with a 'clumsy bump' and '...balanced on a blast of air' reinforces the fragility of the plane.
- By using descriptions from observers the writer adds realism and authenticity. Their emotional concern is conveyed to the reader, adding to the sense of tension. The method of using comments from observers such as '... was certain that Lindbergh could not make it', and from Lindbergh himself, '...a kind of miracle,' creates a sense of what it must have been like to be there at that moment. It shows how unpredictable events were and builds the tension.

## Question 4

0 4

Read **Source D** and look at **Source E**. Compare the experiences of transport presented in these **two** sources.

[9 marks]

## AO1

R1 R2 R3

Marks are awarded for the appropriate identification and comparison of the experiences presented in the named sources. Better answers are likely to explore and infer.

**0 marks:** nothing relevant

**Award 1-3 marks** for answers which **offer isolated detail and/or unsupported assertion; may refer to one or both sources** e.g.

- Source D says that the bullet train is 'super clean' and 'reliable'
- Source D tells us the train is fast, whereas in Source E they are not moving.

**Award 4-6 marks** for answers which **use detail to make some relevant comment; may infer; may refer to one or both sources** e.g.

- The writer in Source D presents a very positive experience of the bullet train as it is 'reliable' and 'scarily efficient' suggesting that you are always on time and able to rely on the transport. Whereas in Source E the traffic appears to be at a standstill and would be frustrating for people stuck in it.
- Sources D and E show very different experiences of transport. In Source D the experience is compared to 'utopia' and is 'devoid of conflict and annoyance' which suggests it is a great experience. However, in Source E the image shows a jumble of different modes of transport all trying to get somewhere but being held up. This would be very annoying and would possibly make people late.

**Award 7-9 marks** for answers which **collate and use a range of relevant detail from both sources; insightful inference and/or exploration likely** e.g.

- The writer's experience in Source D suggests that the experience of travelling on the bullet train is exceptional and has a 'Zen vibe' due to how 'Super clean, eerily quiet, scarily efficient' it is. The writer also claims the line he went on is the 'gold standard' and that the train itself has 'superpowers' as if it is completely unique and 'other-worldly', like no other form of transport. Conversely, in Source E we see the opposite with traffic jammed in together and apparently not moving or moving very slowly. This appears anything but calm and would be heavily polluted.
- In Source D the writer tells us about the many positives of the experience of travelling on the bullet train. Not only is it 'travelling at near-warp speeds', it is also 'characterised by extreme politeness' and is compared to 'utopia', creating an impression of perfection and bliss. This is entirely different to the almost claustrophobic experience created in Source E. There are buses, cars, tuk tuks and motorbikes all trying to get somewhere but seemingly getting nowhere. This experience would be very uncomfortable and, as people get frustrated, would probably not be very polite and considerate.

**Question 5****0 5**Read **Source F**. Why does the writer view ballooning as a very special experience?**[10 marks]****AO1**

R1 R2 R3

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

**0 marks:** nothing relevant

**Award 1-3 marks** for answers which **identify isolated detail and make simple comment** eg

- The writer states that ballooning gives a different view of the world, 'a bird's-eye view.'
- It can be special as it is exciting and dangerous.

**Award 4-6 marks** for answers which **begin to use detail to make relevant comment** eg

- Ballooning has had practical benefits such as helping in making discoveries, exploring the Earth and forecasting the weather. It was the first way humans got to see 'a planetary overview' and this contributes to it being special, unlike any view they had seen before.
- The writer gives a sense of ballooning being special, unlike ordinary life, more like a fictional experience, 'dreamlike stories' and a 'human drama', the ending 'is unknown'. Fantasy has always mixed with the factual to make ballooning a special experience.

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

- Seeing the earth from above not only shows geographical features, 'great natural features' but it can also make us reflect on our lives and the 'vulnerable' earth. Ballooning offers a special and different perspective, 'unexpected visions of the earth beneath'. We not only see the view but consider how we interact with the earth.
- Mystery and unpredictability are emphasised *throughout* the extract. The writer mentions how ballooning can present the unexpected: 'the visions, the possible discoveries', 'the 'stranger elements', aspects that are beyond the normal. In many ways the writer sees ballooning as a spiritual experience, 'less easy to define.' 'Make you catch your breath' refers not only to the high altitudes but to being surprised and awed by the experience of ballooning.



## **Section B: Writing**

### **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, 2 and 3 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.

**Question 6****0 6**

A national newspaper has launched an essay writing competition with the title:

**‘The future of transport’.**

Write your entry for this competition in which you discuss your ideas.

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

**[40 marks]**

Generic Skills Descriptors	Specific Content
<p><b>Band 6: sophisticated</b></p> <p>26–30 Marks</p> <ul style="list-style-type: none"> <li>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</li> <li>sophisticated manipulation of sentence structures for clarity, purpose and effect</li> <li>creatively structured with sophisticated paragraphing for effect</li> </ul>	<ul style="list-style-type: none"> <li>cogent focus on subject</li> <li>integrates a range of complex details and ideas; may use sources</li> <li>skilful manipulation of reader’s response</li> <li>voice is consistently matched to needs of audience</li> <li>sophisticated use of Standard English</li> </ul>
<p><b>Band 5: assured</b></p> <p>21–25 Marks</p> <ul style="list-style-type: none"> <li>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</li> <li>assured and ambitious use of a range of sentence structures for clarity, purpose and effect</li> <li>assuredly structured with fluent linking of paragraphs to sustain coherence</li> </ul>	<ul style="list-style-type: none"> <li>assured use of details and ideas to enhance viewpoint; may use sources</li> <li>range of rhetorical devices used selectively and effectively; discourse markers effectively integrated</li> <li>begins to anticipate and address potential reader response; makes viewpoint convincing</li> <li>uses tone effectively</li> <li>assured use of Standard English</li> </ul>

<p><b>Band 4: secure</b></p> <p>16–20 Marks</p> <ul style="list-style-type: none"> <li>communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response</li> <li>varied sentence structures securely used to create different effects</li> <li>clearly organised with coherent links formed within and between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>range of details and ideas used to promote viewpoint; may use sources</li> <li>uses rhetorical devices for effect; discourse markers used to navigate readers and support organisation</li> <li>captures a variety of elements for an essay e.g. use of quotation; relevant facts and/or statistics</li> <li>secure use of Standard English</li> </ul>
<p><b>Band 3: some control</b></p> <p>11-15 Marks</p> <ul style="list-style-type: none"> <li>communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader</li> <li>some variety and conscious control of sentence structures for effect</li> <li>ideas are logically sequenced with paragraphs marking a shift in focus</li> </ul>	<ul style="list-style-type: none"> <li>begins to use detail to extend viewpoint and support ideas; may use sources</li> <li>may begin to engage reader through use of rhetorical questions and direct address</li> <li>demonstrates awareness of the needs of an essay e.g. logical progression from one point to the next</li> <li>generally uses accurate Standard English</li> </ul>
<p><b>Band 2: simple</b></p> <p>6-10 Marks</p> <ul style="list-style-type: none"> <li>communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary</li> <li>some sustained use of a range of sentence structures</li> <li>some sustained sequencing of ideas with usually random paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>provides some ideas about what they think; explains these with some simple detail; may use and/or copy from sources</li> <li>evidence of some attempt to write an essay e.g. an appropriate opening</li> <li>some sustained use of accurate Standard English</li> </ul>
<p><b>Band 1: some attempt</b></p> <p>1-5 Marks</p> <ul style="list-style-type: none"> <li>some attempt to communicate relevant meaning</li> <li>some attempt to organise ideas into sentences</li> <li>some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>expresses an opinion about transport; may copy from sources</li> <li>may give example(s)</li> <li>occasional use of accurate Standard English</li> </ul>
<p>0 Marks</p>	<p>Nothing worthy of credit</p>

**Question 7****0 7****‘My favourite form(s) of transport.’**

Write an article for young adults in which you explain your choice(s).

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

**[40 marks]**

Generic Skills Descriptors	Specific Content
<p><b>Band 6: sophisticated</b></p> <p>26–30 Marks</p> <ul style="list-style-type: none"> <li>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</li> <li>sophisticated manipulation of sentence structures for clarity, purpose and effect</li> <li>creatively structured with sophisticated paragraphing for effect</li> </ul>	<ul style="list-style-type: none"> <li>cogent focus on subject</li> <li>integrates a range of complex details and ideas for an article; may use sources</li> <li>skilful manipulation of audience’s response</li> <li>voice is consistently matched to needs of the audience</li> <li>sophisticated use of Standard English</li> </ul>
<p><b>Band 5: assured</b></p> <p>21–25 Marks</p> <ul style="list-style-type: none"> <li>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</li> <li>assured and ambitious use of a range of sentence structures for clarity, purpose and effect</li> <li>assuredly structured with fluent linking of paragraphs to sustain coherence</li> </ul>	<ul style="list-style-type: none"> <li>assured use of details and ideas to sustain and develop an article; may use sources</li> <li>range of rhetorical devices used selectively and effectively; discourse markers effectively integrated</li> <li>begins to anticipate and address potential audience response; makes viewpoint convincing</li> <li>uses tone effectively</li> <li>assured use of Standard English</li> </ul>

<p><b>Band 4: secure</b></p> <p>16–20 Marks</p> <ul style="list-style-type: none"> <li>communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response</li> <li>varied sentence structures securely used to create different effects</li> <li>clearly organised with coherent links formed within and between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>range of details and ideas used to develop an article; may use sources</li> <li>uses rhetorical devices for effect; discourse markers used to navigate and support organisation</li> <li>captures a variety of elements of an article e.g. engaging opening and effective conclusion</li> <li>secure use of Standard English</li> </ul>
<p><b>Band 3: some control</b></p> <p>11-15 marks</p> <ul style="list-style-type: none"> <li>communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader</li> <li>some variety and conscious control of sentence structures for effect</li> <li>ideas are logically sequenced with paragraphs marking a shift in focus</li> </ul>	<ul style="list-style-type: none"> <li>begins to use detail to develop and support ideas; may use sources</li> <li>may begin to engage audience through use of rhetorical questions and direct address</li> <li>demonstrates awareness of the needs of an article eg an engaging opening</li> <li>generally uses accurate Standard English</li> </ul>
<p><b>Band 2: simple</b></p> <p>6-10</p> <ul style="list-style-type: none"> <li>communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary</li> <li>some sustained use of a range of sentence structures</li> <li>some sustained sequencing of ideas with usually random paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>provides some ideas about the title; explains these with some simple detail; may use and/or copy sources</li> <li>evidence of some attempt to write an article eg an interesting opening line</li> <li>some sustained use of accurate Standard English</li> </ul>
<p><b>Band 1: some attempt</b></p> <p>1-5 Marks</p> <ul style="list-style-type: none"> <li>some attempt to communicate relevant meaning</li> <li>some attempt to organise ideas into sentences</li> <li>some simple sequencing of ideas</li> </ul>	<ul style="list-style-type: none"> <li>expresses an idea about the title; may copy from sources</li> <li>may give example(s)</li> <li>occasional use of accurate Standard English</li> </ul>
<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><b>Band 5: sophisticated</b></p> <p>9-10 Marks</p> <ul style="list-style-type: none"> <li>• demonstrates complete grammatical control</li> <li>• uses punctuation in a sophisticated way to guide and/or manipulate reader; may use creatively for effect</li> <li>• spells a wide range of complex and irregular words accurately; occasional lapses may occur</li> </ul>
<p><b>Band 4: assured</b></p> <p>7-8 Marks</p> <ul style="list-style-type: none"> <li>• demonstrates extensive grammatical control</li> <li>• uses a range of punctuation accurately to demarcate sentences and clauses, punctuate dialogue, and create a range of effects</li> <li>• spells a range of complex and irregular words accurately</li> </ul>
<p><b>Band 3: secure</b></p> <p>5-6 Marks</p> <ul style="list-style-type: none"> <li>• demonstrates generally secure grammatical control</li> <li>• sentence demarcation is secure and punctuation is used for effect; some accurate use of commas and/or semi-colons</li> <li>• spells commonly used complex and irregular words accurately</li> </ul>
<p><b>Band 2: some control</b></p> <p>3-4 marks</p> <ul style="list-style-type: none"> <li>• demonstrates limited grammatical control</li> <li>• capital letters and full stops are generally used correctly; begins to use punctuation for effect</li> <li>• basic spelling is accurate; some commonly used complex and irregular words spelt accurately</li> </ul>
<p><b>Band 1: simple</b></p> <p>1-2 Marks</p> <ul style="list-style-type: none"> <li>• demonstrates poor grammatical control</li> <li>• uses punctuation with occasional accuracy</li> <li>• basic spelling is usually accurate</li> </ul>
<p>0 Marks: nothing worthy of credit</p>