

# INTERNATIONAL GCSE

## ENGLISH LANGUAGE

### **Exemplar responses**

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For teaching from September 2016 onwards

For International GCSE exams in June 2018 onwards

Version 1.0 Specimen

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This guide includes some exemplar material which provides responses to some of the specimen questions. It is intended to provide some examples of the kind of responses that might be submitted with some exemplification of the mark scheme connected to that response. It is not possible at present to provide exemplar responses for every question in the specimen papers, but it provides a snapshot of the kind of material we can make available to schools. Each series, the intention is to provide further exemplary responses as they become available.

The guide also includes an exemplification of a piece of coursework for the Non-exam assessment route. This shows the style and format of what might be presented as well as a outlining a standard with a suggested commentary and mark for the work. Further exemplary material will be provided by Autumn 2016, alongside a set of standardising material for teachers to use in schools.

## **Assessment objectives (AOs)**

### **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.

### **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.

## Exemplar responses: reading

### Paper 1 Literary non-fiction and composition: Section A

#### Question 3

What have you learnt about the Wodaabe people from reading these lines?

[7 marks]

After reading the passage I have learnt numerous details about the Wodaabe people. It states in the passage that "the Wodaabe are nomads of the Sahara". This highlights how they must travel around in order to survive in such a demanding environment. It also links the Wodaabe people to the plains Indians of America because they were nomads and had to move around to follow the buffalo and ensure survival.

Uses detail to develop relevant comment

Relevant comment though not taken from text

Next, I learnt that the Wodaabe people seem to have a friendly nature, "magnificently gracious people, beautiful to regard, proud of their heritage". It talks highly of them and makes me think that they are impressive not only in their appearance but also in their behaviour to others as they are "very hospitable". However, although they are "hospitable", the Wodaabe women seem to be brutally honest and seem not to be accustomed to how it could hurt someone's feelings. The women make the narrator feel as though she is "ugly" because her appearance is different from theirs. They tell her that they thought she was unattractive and this could be seen as harsh and mean although it could also simply indicate that they were not used to seeing white western women.

Relevant detail

Developed comment

Infers meaning

Uses relevant detail to develop comment

Explores

Then I learnt that they have their own language, "Forma, forma, forma", which is Fulfulde but although the man doesn't speak French, which is the colonial language of West Africa, many Wodaabe do. Finally, I learnt that although the Wodaabe people are Muslims, it is the men and not the women who cover their heads which makes them stand out from other groups of Muslims though not the Tuaregs who do the same thing. Maybe it shows that the desert tribes are out of touch with what others do or that they like to be different from others.

Relevant detail

Relevant detail

Some further explanation

#### Commentary

The student consistently selects relevant detail and comments on this. Some comments are well developed and demonstrate skills in inference with elements of exploration of ideas. The student picks up on more subtle points of the text and offers a coherent and considered response to the question, meriting a mark at the top of the mark range. Whilst there will be better responses, this answer illustrates the beginning of the very best.

**7 marks awarded**

**Paper 2 Source-based reading and directed writing: Section A****Question 1**

Read **Source A**. Explain why the Cambridge researchers are worried about the development of robots and computers.

**[5 marks]**

The Cambridge researchers are worried that technology could end up destroying human civilisation. They fear that machines are taking over which means they are taking over human minds. They are also worried that these machines are 'outsmarting us' and that if they become cleverer than us humans then we'll be in trouble because they won't be bothered about us.

Identifies concern

Not supported by text

Begins to explain concern

**Commentary**

The student identifies some valid concerns and, in the final sentence, explains why the reason for this concern. It is this explanation that moves the response into the 3–5 band. However, as there is no further explanation or development of ideas, the mark remains at the bottom of the band.

**3 marks awarded**

## Paper 2 Source-based reading and directed writing: Section A

### Question 4

Read **Sources D** and **E**. Compare the views of future city life presented in these two sources.

[10 marks]

Source D says that in the future “two-thirds of the world population will live in cities” and that by 2050 the world’s population will have risen by 30% to 9 billion. This is going to be a problem for humans because by creating more cities for people to live, they destroy forests which create oxygen for us or destroy land for farming which will be needed to increase to feed us.

Begins to explore implications

Source D also says “The rich in cities will get richer and the poor will become both more numerous and tragically even poorer still”. This is a huge dilemma because if more poor people are born with less money they will not be able to eat, drink or sleep. This will cause famine and diseases like the plague which will create huge problems for everyone living in cities and not just the poor people.

Developed comment

Even though it says all that, the picture of the city doesn’t look bad. The technology is obviously advanced with roof-level motorways and air buses. It looks crowded but that could be quite exciting as long as there weren’t too many poor people living there.

Uses detail to support viewpoint

The picture in Source E shows a very different kind of city. It doesn’t look at all crowded and it’s not chaotic like the city shown in Source D. It looks very peaceful and calm and there’s lots of green areas which makes me think that the people in this city have more care for their environment. There also seems to plenty of money around with the private jets and just the way it looks so maybe in this view of the future people have done away with poverty. Both cities seem to have advanced transport systems so both show this is an important part of city life in the future.

Compares views presented

Subtle point of comparison

Valid comparison relating to earlier point on poverty

### Commentary

The student refers to relevant detail in both sources and uses this to infer meaning and explore implication. There are clear comparisons of the views presented, some of these touching on more subtle points. The response is placed securely in the 7–10 band.

**8 marks awarded**

## Exemplar responses: writing

### Paper 1 Literary non-fiction and composition: Section B

#### Question 7

It is important to learn other languages if you wish to travel. Discuss.

[40 marks]

(W1–W3: 30 marks W4: 10 marks Total: 40 marks)

Should you learn a language before visiting a country? If so, why? If not, why not? Hundreds of different languages are spoken all around the world, every day. Are you missing out if don't go because you don't understand the language? Are you just increasing your understanding in places that speak languages you are familiar with?

Engages reader through direct address throughout paragraph

It's been said that it's important to learn other languages if you wish to travel, presumably because of the fact you won't understand what locals are saying, you'll have to bring a dictionary and/or phrase book, you might have to handle foreign money. You don't want to be overcharged until later is even worse, right? You'll have to constantly be quoting from your phrasebook, there will be misunderstandings.

Vocabulary

Comma splicing

Comma splicing

Is it worth learning the language then?

Fluent linking

Of course it is! Look at your options: you can stay at home, where everything will be written in your native language and you won't get confused when trying to order a cheese sandwich and everything will be familiar. Or you can make an effort and learn enough to get by and throw yourself into a different culture, language and way of life. They say the best way to learn a new language is to simply immerse yourself in the culture. Who knows you might learn something new!

Incorrect spelling

Vocabulary / phrasing

However, if you're more of a 'learn it at home' kind of person, that's totally fine, but I don't think you should let not knowing the language perfectly stop you from visiting. After all, what happens if you learn a language then visit and decide you're actually not that keen on the country? What if you decide that once you've

Punctuation for effect

learnt French, visited, enjoyed it, you want to experiance something new? Do you really have the time to learn German fluently before your trip?

Incorrect spelling

Anticipates and addresses potential reader response in paragraph

After all, however much you think you can learn from text books, you'll always be able to learn more through personal experiance. You'll be creating memories, having adventures and improving your language skills by visiting. What do you have to lose?

Assured sentence structures in paragraph

If you need help, there are people you can ask. Tour guides and tourist information points can offer valuable assistance. If in doubt, gesturing is universal and a smile goes a long, long way.

Accurate spelling

Assured phrasing

So, whether you know a bit of the language or a lot, what are you waiting for? Pack your bags and take a chance, you'll find that you learn a lot more than just the language!

Punctuation accurately demarcates clauses

## Commentary

### W1-W3

Communicates effectively with some assured vocabulary choices and phrasing (Level 5).

Some assured use of sentence structures for effect (Level 5).

Begins to anticipate and address potential reader response (Level 5).

Sustains coherence (Level 5).

**Mark awarded: close to the top of Level 5 at 24/30**

### W4

Demonstrates extensive grammatical control (Level 4).

Uses a range of punctuation to accurately demarcate clauses and for effect (Level 4).

Spells commonly used complex and irregular words correctly (Level 3).

**Mark awarded: bottom of Level 4 at 7/10**

**Total mark: 31/40**



## Exemplar responses: coursework

Students carry out independent research and utilise their findings for a written task in which audience, purpose and form are specified. The task will be centre set, and may vary from student to student as appropriate to the chosen topic. It could, for example, relate to an area of academic study, a sport or interest, a famous person or organisation.

Prior to their research students will be set a written task.

### Exemplar task:

*Are we Witnessing the End of Wikileaks?*

*You are a journalist for a broadsheet newspaper and aim to inform your readers about current affairs. You have been asked to write a piece evaluating and analysing the decline of Wikileaks. Compose your article which should be between 1000–1200 words long.*

Students are required to show that they have used at least five different sources for their research.

### Exemplar sources:

Source	Source type
WikiWars: Assange turns on friends, foes and lovers', Alexi Mostrous, <a href="http://infoweb.newsbank.com">infoweb.newsbank.com</a>	Journalistic, taken from 'The Times', accessed via <a href="http://Newsbank.com">Newsbank.com</a> via Gloucestershire Libraries website
'The Media Show Podcast 31/07/11' <a href="http://bbc.co.uk/programmes">bbc.co.uk/programmes</a>	Audio Journalistic/factual, taken from the BBC website as a Podcast
'The Media', Lisa Firth	Factual book, part of the 'Issues' series (vol. 210)
'Swept up and away', From: 'The Economist' <a href="http://economist.com">economist.com</a>	Journalistic, taken from 'The Economist' website
Wikileaks: Iraq war logs 'reveal truth about conflict', <a href="http://bbc.co.uk/news/world-middle-east">bbc.co.uk/news/world-middle-east</a>	Journalistic, Factual, taken from the BBC website

Students provide details of their research resources and processes, explaining why they selected the sources, how they used the sources and attach an example of a text which has been annotated/highlighted.

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### Exemplar reading/research commentary:

In this essay I aimed to select sources from a range of different writers with different points of view, I also ensured that my sources were a variety of different types of media so as to create the most balanced and representative view of Wikileaks in my essay.

I selected the source from 'The Times', by Alex Mostrous, as this article is purely reporting on the facts of an interview with Assange. I selected this, as opposed to the interview itself, as it provides an overview of the salient points and so is a more useful source for my article because it presents the information in a more manageable form. I used the information relevant to the decline of Wikileaks but as parts of the source focussed very specifically on Assange himself I did not use the information that is not directly relevant to my task.

I chose the 'Media Show' podcast and the article on the BBC website for similar reasons. Firstly as these sources are from the BBC they are highly reliable and I can be sure that they are free from bias. The article provides a large amount of relevant information, and also provides information about the US government's position on Wikileaks and so is very useful as an informative tool. The Media Show podcast focuses on the opinions of the supporters and opponents of Wikileaks and is more up to date. This source is very useful for writing a balanced article as it reflects the spectrum of views and so enables me to bring them into my essay.

I decided to include 'The Media' part of the 'Issues' series by Lisa Firth as it contains a large amount of relevant information and focusses on current issues. Furthermore this book was written in 2011 and so it is unlikely that this information is outdated. Finally as this source is a book I feel that it creates greater variety in my sources.

Finally I decided on the article from the Economist as it is impartial and written in a well-known and respected periodical. This not only helps me to write a balanced article but also this article contains a large number of relevant facts.

When analysing my sources I firstly considered the provenance of the article to determine any possibility of bias that might have been present. When analysing sources from the Wikileaks website, for example, I considered the fact that they are likely to be affected by bias towards the organisation for obvious reasons and so I took this into account when evaluating the source. To ensure that I understood my sources fully I firstly highlighted the key words and sections in the source, this allowed me to focus on the main points. I then wrote notes about each section within

the source and about the main statements and implications. Once I had ensured that I understood the implications and statements in the source I separated facts from opinions to ensure that I did not present a subjective statement as fact. I then wrote about areas that revealed the reliability of the source, e.g. where the author gave personal opinions or presented opinions from others and checked to see whether there was a viewpoint that is being put forward throughout; this enabled me to determine if the source was biased or not. Finally I made an overall judgment about: the quality of the information, the reliability of the source and the relevance and usefulness in relation to my article and recorded this. This allowed me to make a balanced judgment, detect inaccuracies and ensure I used only accurate information and had a balance of viewpoints.

**Exemplar student response to task:**

Are we Witnessing the End of Wikileaks?

You are a journalist for a broadsheet newspaper and aim to inform your readers about current affairs. You have been asked to write a piece evaluating and analysing the decline of Wikileaks. Compose your article which should be between 1000–1200 words long.

In 2006 an unknown Australian computer hacker founded a company called the Sunshine Press; this is a seemingly innocuous title and one that is still barely recognised amongst the public. [Lisa Firth, 2011] However, this company evolved into an organisation that has rapidly become a household name, both reviled and applauded in equal measure. Wikileaks first came to public awareness in 2007 when the organisation published documents revealing \$3,000,000,000 of corruption in the Kenyan Government, as Lisa Firth [2011] writes in the 'Issues' series; "they [Wikileaks] swung the vote by ten per cent and led to enormous changes in the Kenyan constitution." From that moment on this group has never been far from the public eye or free from controversy as questions about the character and record of the founder of Wikileaks, Julian Assange, and allegations of recklessness in the publication of many documents have damaged the organisation's credibility. [BBC News, 2011] Wikileaks has now receded somewhat from the public consciousness, funding has been choked off by sanctions and the supply of new leaks has seemingly stopped. Therefore the question arises, is this the end for Wikileaks?

The main work that Wikileaks has carried out, has involved acting as an intermediary between whistle-blowers, the media and the public. There is a longstanding principle of the press acting as a recipient for confidential information, in order to flag up a problem or issue with an organisation, Wikileaks provides this same service in a modern, digital form. As Steve Hewlett,

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a Guardian columnist and presenter of BBC Radio 4's 'The Media Show' said in a recent interview, "The Wikileaks USP was... that you could leak to Wikileaks and be entirely secure... as opposed to having to meet a journalist." [2011] Many people were clearly attracted by this idea and Wikileaks seemed happy to publish the information they were given, or hand it over to newspapers such as 'Der Spiegel', 'The New York Times' and 'The Guardian'. Apart from the information on Kenyan corruption, according to the BBC and the 'Issues' Series; Wikileaks has been supplied with (and published) 90,000 leaked US military documents relating to Afghanistan, 400,000 [relating to the war in Iraq and (in the most controversial leak) 251,000 American diplomatic cables [Firth 2011] [BBC News, 2011].

The issue of whether the website was legally and indeed morally right to publish these documents is highly contentious; however the US Government is adamant that Wikileaks has committed a crime against it. The BBC reported that upon the publication of the Iraq War Logs a US Government spokesman said that it was, "Another irresponsible posting of stolen classified documents by Wikileaks [that] puts lives at risk and gives adversaries valuable information." [2011] The idea that troops fighting in conflict zones might be put at risk turned public opinion against Wikileaks, as the members seemed to be taking risks with people's lives for their own gain [BBC, 2011]. Furthermore, Bradley Manning, a US Army private who leaked the 251,000 embassy cables to Wikileaks, has been charged with treason and is currently in US custody awaiting trial [Firth, 2011] thus showing that people who do leak to the website can be discovered and prosecuted. Finally, Wikileaks itself has been targeted by companies such as VISA, PayPal and MasterCard, that have blocked its accounts, and by sites such as Amazon, that have refused to host it [The Media Show, 2011]. Although the organisation has stood up to pressure in the past, such as in 2008 when it successfully resisted attempts by a major Swiss bank to shut it down [Firth 2011], it seems highly unlikely that it will be able to function with such constrictions on its finances. All of these pieces of information suggest that the organisation may be close to having to stop its activities due to lack of funds, and also that future leakers will be less willing to come forward. If the financial situation does not improve and the sanctions put on it by server hosting companies are not lifted how can Wikileaks possibly carry on?

In addition to serious practical problems facing Wikileaks there is the damaging fact that its founder, spokesman and editor in chief, Julian Assange, faces extradition to Sweden to face sexual assault allegations. Furthermore there are deep divisions between its founding members. Several of Assange's former colleagues such as Daniel Domscheit-Berg have left or set up rival organisations [The Economist, 2011] and this has left him increasingly isolated. Assange spoke out at the end of 2010, and attacked both his former media partners and the women

who accuse him of sexual assault [Mostrous, 2010]. however, despite his denial of the allegations and his insistence that the American Government are attempting to discredit and punish him for his work; Assange will find it difficult to prevent these events from destroying his organisation and reputation. It appears that Wikileaks and Assange have become practically synonymous and this makes it very difficult for the organisation to continue when its founder has been so publically disgraced. All commentators appear to be in agreement as to the fact that Assange is Wikileaks and that with every other key member having cut their ties with him, it cannot continue both physically and with any credibility left if he isn't completely cleared and found innocent of any wrongdoing. The protracted legal battle which seems to be developing [Mostrous, 2010] would surely divert attention away from the organisation's aims.

However, despite the mounting difficulties and problems that Wikileaks faces, as highlighted above, there is little argument over the fact that whether the organisation shuts down completely or not, it has changed the media environment, as we know it, forever. The Economist paints a rather gloomy view of the effects of Wikileaks, "people will have more ways to leak secrets, and will think harder about whom to entrust them to, governments and companies will be warier about what they put online." [2011] This is perhaps one possible interpretation of the impact of the organisation, however I believe something deeper has changed within the media environment.

Wikileaks as an entity is clearly in decline. The members have fallen out or given up, there will probably always be question marks over Julian Assange's name and only a global outcry, which Assange predicts but which seems highly unlikely [Mostrous, 2010], could end the issues Wikileaks has with the financial services and server companies. However, Wikileaks as an ideal, one in which the truth about the activities of our Governments and the powerful people within them are laid bare for all to see, has only just begun. The creation of copycat sites such as Open Leaks [The Economist, 2010] and the increasing use of the web to defy traditional ideas of secrecy by hacker collectives such as Lulzsec [The Media Show, 2011] reveal that Wikileaks was part of a much bigger movement.

In my opinion Wikileaks was and is a high profile player in a revolution. The power of the internet and the huge access to information and communication technology that it provides has allowed people to challenge the conventional ideas of governmental control of information, and found them to be inadequate. Even if the organisation ceases to exist the ideals and impact will continue.

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This is assessed alongside a commentary produced by the student. Both reading and writing skills are assessed in this project.

**Exemplar student commentary:**

I decided to write my piece in a formal and analytical style for an intelligent audience as this allowed me to focus on balance and quality of information. Furthermore as I could assume my audience had prior knowledge of relevant issues I was able to address the task in much greater detail, using complex language and information. In the article I aimed to present my writing as accurate and unbiased, but also to reach a judgment on the situation as a whole, so as to inform my readers and encourage them to trust my assessment.

I organised my writing in several distinct sections. Firstly in the introduction and the first paragraph I provided the context of what Wikileaks is and the activities it has been involved in. I did this to ensure that anyone reading the article would be in possession of the essential facts about Wikileaks however, I did not include too much context as my article was written for an audience of people who already knew something of the organisation and understood current affairs so too much background information would be unnecessary and inappropriate. Furthermore as the purpose of the article was to analyse and evaluate the decline of Wikileaks I had to ensure I focused primarily on this. In this section I used facts from the BBC as this is a trusted and impartial organisation and the article contained a lot of useful background information. I avoided presenting opinion as I wanted to create, for the reader, the sense of being informed rather than convinced.

In the next two sections I informed the reader of the current problems that Wikileaks faces and the issues surrounding Assange and backed this up with statistics and quotes from reputable sources. This not only addresses the task but due to the balanced view I present and the fact that I include evidence my writing appears more authoritative and this should convince the reader that this is an accurate article. In addition this is a logical progression from the introduction as it addresses the task in more detail and includes information about the key question. In these sections I included less impartial quotes from the US Government and information about the case against Assange, alongside factual information from the 'Issues' series to show the reader that this was a balanced assessment and to fulfil the analytical and evaluative element of the task.

Finally I gave my own personal opinion on Wikileaks' situation. Although the task was to write a balanced article it is essential to eventually evaluate all the information and reach an appropriate judgement. This encourages the reader to form their own opinion and so increases their interest in the article. The discussion of the wider impacts of Wikileaks and of the more esoteric concepts of freedom and

the control of information is appropriate for an intelligent audience as it extends beyond a limited interpretation of the subject and allows the audience to challenge themselves intellectually.

**Examiner commentary:****Sources**

The sources are suitably challenging texts for mature readers and represent a spectrum of views requiring some sifting for bias and suitable scope for agreement and disagreement.

**Reading/research commentary**

There is a strong focus on source relevance, reliability and validity. This is evident in the candidate's clear distinction between fact and opinion and in the annotation of the source material. This is a candidate aware of research as a process requiring scrutiny for bias and the implications of writers' views. The candidate demonstrates sophistication and criticality in explanation of why Source 1 is effective but too weighted with opinion about Assange to be useful as material on Wikileaks as a wider topic.

**Writing commentary**

This provides a very assured explanation of content and style shaped to the anticipated needs of mature and informed readers as the intended audience. There is a sophisticated distinction drawn between content and style choices for the purpose of informing rather than convincing, and there is a clear sense of purpose in engaging the reader with wider implications concerning freedom of information rather than personal issues related to Assange. The commentary could have been strengthened by some examples of expressive and organisational choices in the writer's own text.

**The written product**

This is sophisticated writing which shows awareness of the polarization in opinion likely to be generated in the reference to "reviled and applauded in equal measure". There is subtle handling of some of the strong reactions against Assange in the statement that "allegations of recklessness... have damaged the organisation's credibility (*BBC News*). The global nature of information dissemination in the digital age is well illustrated by figures related to documents and publications in Europe, Asia and the United States.

There is a careful neutrality and distance established by reference to the morality of Wikileaks in the "highly contentious" and the quoting of the view that it was "irresponsible", and there is continued avoidance of a personal judgment in the posing of the problem of continued activity threatened by financial constrictions. The issue of accusations of sexual assault is presented without salacious detail and without moral judgment, but as an example of how Wikileaks and Assange have become synonymous, with the likely consequence that the organisation's aims will be thwarted. Knowledge of copycat sites and hacker collectives is very well used to expand the issue into the domain of web-based activity difficult to contain by traditional means, and the democratic implications of digital communication that is beyond the power of governments to control. This gives the final, brief, lucid statement an impressive force. Language and organization had been managed with impressive sophistication to take the reader through material which could be diversionary, partisan and moralistic to a sober view of permanent changes in the communication universe. The reader has been guided through complex matters to understand the news events in a wider context.

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## **Reading Mark 27**

### **Band 6 “sophisticated”, “impressive”**

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

## **Writing Mark 27**

### **Band 6 “compelling”**

- communicates in a convincing and/or compelling way, fully engaging the reader with sustained personal voice and delightful/mature vocabulary choices
- uses a variety of structural features to enhance the writing as appropriate
- clear and controlled manipulation of sentence structures for effect
- grammatically secure with a high level of accuracy in spelling and a range of punctuation used appropriately, accurately and effectively
- explanation, example and commentary show sophisticated and independent command of the writing process.

**Total mark 54/54**





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