

OXFORD

INTERNATIONAL  
AQA EXAMINATIONS

# INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE

(9820)

Writing

Example responses with commentaries

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For teaching from September 2016 onwards

For GCSE exams in May/June 2018 onwards

This guide includes some student example responses and commentary from the June 2018 exam.

It is intended to provide some examples of the kind of responses that are submitted with some exemplification of the mark scheme connected to that response.

### Assessment Objectives

The paper is designed to assess the following Writing AOs:

**W1:** write short texts to convey meaning and exchange information.

**W2:** produce clear and coherent text of extended length to present key points, details and ideas.

**W3:** make accurate use of vocabulary and grammatical structures; spell and punctuate accurately.

**W4:** manipulate the language with increasing fluency and creativity for a variety of purposes.

### Mark allocation

|       | Content and Communication<br>(W1, W2) | Language<br>(W3, W4) | Total |
|-------|---------------------------------------|----------------------|-------|
| Q1    | 6                                     | 3                    | 9     |
| Q2    | 6                                     | 6                    | 12    |
| Q3    | 8                                     | 8                    | 16    |
| Q4    | 8                                     | 15                   | 23    |
| Total | 28                                    | 32                   | 60    |

### Subject content coverage

Q1 – Theme 2: Local, national, international and global areas of interest

Q2 – Theme 1: Identity and culture

Q3 – Theme 3: Current and future study and employment

Q4 – Theme 1: Identity and culture

## QUESTION

**0 1** Look closely at this photograph from a travel website.



Describe what you see in the photograph.

Your description should be between 30 and 50 words.

[9 marks]

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## MARK SCHEME

| Qu | Marking guidance  | Total Marks |
|----|---|-------------|
| 1  | For this question, students are required to describe what they see in a photograph. The response is assessed for Content and Communication (6 marks) and for Language (3 marks), as specified in the criteria below. The maximum mark is 9. The student is expected to produce 30–50 words. The number of words is approximate and you must mark and credit all work produced by the student. | 9           |

| Content and Communication | Marks | Response  | Indicative comments   |
|---------------------------|-------|---|---|
| Band 3                    | 5–6   | The description is relevant and detailed. Communication is clear. | <p>This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the band.</p> <p>The cable car descended gently into the valley below. On the horizon, the mountains were hidden in the mist. The green valley looked peaceful, and the town seemed tiny. The sun reflected on the beach, making it seem golden. There are hundreds of houses in the distance.</p> |

|              |     |   |  |
|--------------|-----|---|--|
| Band 2       | 3–4 | The description is mostly relevant. There is some delay in communication. | The cable car goes down to the town. The town looks busy and there are green trees. There are mountain further way. A sandy beach and lots of houses are seen. |
| Band 1       | 1–2 | The description contains some relevant words and/or phrases.              | There is town. Lots of green trees and sun is out. Cable car go down. Looking busy down there  |
| Below Band 1 | 0   | Content is below the required standard for Band 1.                        | Students will not have offered any meaningful writing to assess. Nothing to reward.  |

| Language     | Marks | Response  | Indicative comments  |
|--------------|-------|---|--|
| Band 3       | 3     | Spelling and punctuation are accurate.  | Student's response will meet all of the response descriptors.  |
| Band 2       | 2     | Some complex words are spelt correctly. Sentence demarcation is usually accurate.       | Most spelling including some complex words will be accurate. There will clear evidence of the successful use of sentences. |
| Band 1       | 1     | Simple words are usually spelt correctly. There is some appropriate use of punctuation. | Simple words will be spelt correctly, and the student will attempt to use sentences with some success.                     |
| Below Band 1 | 0     | Content is below the required standard for Band 1.                                      | Student's spelling and punctuation will be sufficiently poor to prevent understanding                                      |

### STUDENT A

Last week we started a journey to worrds zeellamsee City. It was very nice place and it has chearleft used for cairring the persons from one place to another this area surrounded by very high mountains it was a good place for the toriest and I Enjoyed it very much.

### EXAMINER COMMENTARY

This response starts by imagining the writer having been to the place shown in the picture. While this is not a problem, it isn't necessary and takes up several words without really beginning to address the task. The second sentence begins to offer some descriptions which are straightforward in nature, e.g., 'very nice place' and 'very high mountains'. The student uses details from the picture such as the transport ('chearlif') and although an examiner can grasp what is being written, there is some delay in communication.

There are some misspellings here and the second sentence needed more accurate punctuation for it to make clear sense. Overall, this response is awarded 4 for content/communication and 2 for language use.

Total mark = 6

### STUDENT B

The picture shows mountains surrounding a city near the sea. There are many ropes linking the mountains and the transport that people use to travel between two mountains is hanging on the rope. The tourists would see a beautiful view outside the window, watching the azure sky and breath-taking scenes.

### EXAMINER COMMENTARY

This is a clear response - the student has carefully described the items in the picture and given sense of their positions by using phrases such 'near the sea'. Ideas are linked together and although the student doesn't use the term 'cable car', this isn't a problem because they explain the transport in a very clear way. There is an effective attempt to describe the appearance of the view using relatively complex words such as 'beautiful' and the more ambitious 'azure'. Everything in this response makes clear sense.

Spelling is completely accurate and punctuation is used effectively to aid the sentence structures. This response scores 6 for content/communication and 3 for language.

Total mark = 9



QUESTION

**0 2** You are having a family celebration. Write a letter inviting your friend to the celebration.

You must write about:

- **what** your family is celebrating
- **when** and **where** the celebration will take place
- **why** you would like your friend to attend the celebration.

Your letter should be between 50 and 70 words. Do **not** write an address.

[12 marks]

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## MARK SCHEME

| Qu | Marking guidance  | Total Marks |
|----|---|-------------|
| 2  | For this question there are three compulsory key points, which are assessed for Content and Communication (6 marks). The letter is also assessed for Language (6 marks) as specified in the criteria below. The maximum mark is 12. The student is expected to produce 50–70 words over the whole question. The number of words is approximate and you must mark and credit all work produced by the student. | 12          |

| Content and Communication | Marks | Response   | Indicative comments  |
|---------------------------|-------|--|--|
| Band 3                    | 5–6   | A full coverage of the key points. Communication is clear. | <p>This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the band.</p> <p>I am writing to invite you to Ann's 30<sup>th</sup> birthday party. It will take place at Tino's Restaurant on Saturday 20<sup>th</sup> August. There will be an Italian meal which will be served at 7.30pm, so please arrive at 7pm. I have invited lots of family members, so I hope you can come as it will be a lovely opportunity to get together and also celebrate Ann's birthday.</p> |

|              |     |  |  |
|--------------|-----|--|--|
| Band 2       | 3–4 | A partial coverage of the key points. Communication is mostly clear but there are instances where message is not conveyed. | I am writing to invite you and others to Ann's birthday party. She is 30 in a few weeks. It will start at 7.30 and is on 20 <sup>th</sup> August. Come long for 7pm though. I want you to come because I think it will be lots of fun and you like it. |
| Band 1       | 1–2 | A minimal coverage of the key points. Frequent instances where messages are not conveyed.                                  | Please come to Ann's birthday at a restaurant in a while. She is going to 30 and the food is Italian, so it will be good and you like that food. Be there at 7 because it start then   |
| Below Band 1 | 0   | Content is below the required standard for Band 1.   | Students will not have offered any meaningful writing to assess. Nothing to reward.  |

When awarding marks for language, markers should also credit widely accepted geographical variations of spelling where appropriate.

| Language | Marks | Response   | Indicative comments  |
|----------|-------|--|--|
| Band 3   | 5–6   | Uses a good/wide variety of appropriate vocabulary and grammatical structures.<br><br>Spelling and punctuation are generally accurate. | At the top of the band, a student's response will meet all of the response descriptors<br><br>At the bottom of the band, a student will meet all of the Band 2 descriptors and have some success with the response descriptors for Band 3. |
| Band 2   | 3–4   | Some success in variety of vocabulary and grammatical structures.<br><br>Spelling and punctuation are more accurate than not.          | At the top of the band, a student's response will meet all of the response descriptors<br><br>At the bottom of the band, a student will meet all of the Band 1 descriptors and have some success with the response descriptors for Band 2. |

|              |     |  |  |
|--------------|-----|--|--|
| Band 1       | 1–2 | Vocabulary and grammatical structures are limited, repetitive or inappropriate.<br><br>Spelling and punctuation: frequent errors are likely. | At the top of the band, a student's response will meet all of the response descriptors<br><br>At the bottom of the band, a student will have at least one of the skills descriptors. |
| Below Band 1 | 0   | Language is below the required standard for Band 1.  | Student's spelling, punctuation and grammar will be sufficiently poor to prevent understanding or meaning.   |

### STUDENT A

Dear Yousef,

I would like to invite you to my family celebration wich is going to Held on 5/5/18 at Al Rahba. Each year we celebrate it. All our family members and releatives gather at this occasion, first of all we cut celebration cake and distribute it among All the guests; then for refreshment we distribute cold drink: jucies and fried chickens.

### EXAMINER COMMENTARY

The focus on the task is reasonably secure in this response. The task requires the student to offer details about the celebration and the examiner can identify the date and nature of the celebration alongside what will happen. The phrasing is generally clear, but there are some slips such as the missing main verb 'be' in the first sentence. There are some effective details about the food at the celebration.

There are some errors of spelling in places and the third sentence is not punctuated accurately. The vocabulary choices are reasonably ambitious, but the lack of accuracy limits the piece. This response earns 4 marks for content/communication and 4 for language.

Total mark = 8

### STUDENT B

Dear Tommy,

How are you? I am very excited because my brother is coming from America and we are going to have a family celebration for his homecoming.

I'd like to invite you to this celebration which is on Friday next week. The celebration will take place in my home and will begin at 7:00 pm. Please don't be late!

You are my best friend and you always played with me and my brother when we were young, so I think you will enjoy seeing him again, and that's the reason why I want to invite you.

You'll have a great time!

Yours sincerely,  
Jason

### EXAMINER COMMENTARY

This is a highly successful response which is well sequenced and clearly written. The opening is engaging and addresses the task directly. The bullet points in the question are all tackled and the main idea of a brother's homecoming shows imagination. The examiner can easily identify the details of the celebration. The letter sounds plausible and is clearly expressed.

Spelling and punctuation are completely accurate and there is a variety in sentence types and also some useful language choices to justify the reasons for the celebration. This response scores 6 marks for content/communication and 6 marks for language.

QUESTION

03

Write a blog entry about what you would like to do when you have finished school or college.

You must write about:

- when you will finish school or college
- your plans for the next two years
- what you would like to do as a career
- why you would like to do it.

Your blog entry should be between 70 and 90 words.

[16 marks]

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## MARK SCHEME

| Qu | Marking guidance  | Total Marks |
|----|---|-------------|
| 3  | For this question there are four compulsory bullet points, which are assessed for Content and Communication (8 marks) and Language (8 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce 70–90 words over the whole question. The number of words is approximate and you must mark and credit all work produced by the student. | 16          |

| Content and Communication | Marks | Response   | Indicative comments   |
|---------------------------|-------|--|---|
| Band 4                    | 7–8   | A full coverage of the required information with appropriate development of detail.<br><br>Communication is clear. | This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the band.<br><br>It's not long at all until I finish school, and although it will be a big step, I am very keen to begin work. My last day at school is 20 <sup>th</sup> July, and once I've finished my exams in August, I will begin looking for work. In the short term, I will try to find a job working with a professional painter. I have always enjoyed decorating, and I would like to become skilled at painting. After a couple of years, I would really like to start my own decorating business. |

|              |     |   |  |
|--------------|-----|---|--|
| Band 3       | 5–6 | <p>A reasonable coverage of the required information; likely to develop some detail.</p> <p>Communication is mostly clear with occasional lapses.</p>   | <p>When I leave school in three weeks, I can't wait. When I've done my exams, I am going to look for jobs. What I really want is to be a painter so I can decorate things. I have always liked painting, so I will get better at it. After that, I will start my own business as painting and make a success from it. That's what I want to do after school.</p> |
| Band 2       | 3–4 | <p>A partial coverage of the required information.</p> <p>Communication is sometimes clear but there are instances where messages are not conveyed.</p> | <p>I am leaving school soon in a month. I have enjoyed it and will be painting. I am a painter at home sometimes, so I will learn it better for a few years. After that, I would like my own business. Having a business where you are in charge would be satisfied.</p>   |
| Band 1       | 1–2 | <p>A minimal coverage of the required information.</p> <p>Frequent instances where messages are not conveyed.</p>                                       | <p>School is done nearly so I am a painter. It would be good for some years to learn painter. This will help. Then I am going to be business. This means I in charge of painting all the time.</p>   |
| Below Band 1 | 0   | <p>Content is below the required standard for Band 1.</p>   | <p>Student will not have offered any meaningful writing to assess. Nothing to reward.</p>  |

When awarding marks for language, markers should also credit widely accepted geographical variations of spelling where appropriate.

| Language | Marks | Response   | Indicative comments  |
|----------|-------|--|--|
| Band 4   | 7–8   | Uses a wide variety of effective vocabulary and grammatical structures.<br><br>High level of accuracy. | At the top of the band, a student's response will meet all of the response descriptors<br><br>At the bottom of the band, a student will meet all of the Band 3 descriptors and have some success with the response descriptors for Band 4. |
| Band 3   | 5–6   | Uses a variety of appropriate vocabulary and grammatical structures.<br><br>Generally accurate.        | At the top of the band, a student's response will meet all of the response descriptors<br><br>At the bottom of the band, a student will meet all of the Band 2 descriptors and have some success with the response descriptors for Band 3. |

|              |     |   |   |
|--------------|-----|---|---|
| Band 2       | 3–4 | <p>Some success in variation of vocabulary and grammatical structures.</p> <p>More accurate than inaccurate.</p>          | <p>At the top of the band, a student's response will meet all of the response descriptors</p> <p>At the bottom of the band, a student will meet all of the Band 1 descriptors and have some success with the response descriptors for Band 2.</p> |
| Band 1       | 1–2 | <p>Vocabulary and grammatical structures are limited, repetitive or inappropriate.</p> <p>Frequent errors are likely.</p> | <p>At the top of the band, a student's response will meet all of the response descriptors</p> <p>At the bottom of the band, a student will have at least one of the skills descriptors.</p>   |
| Below Band 1 | 0   | <p>Language is below the required standard for Band 1.</p>  | <p>Student's spelling, punctuation and grammar will be sufficiently poor to prevent understanding or meaning.</p>   |

### STUDENT A

At the end of this month (6/6/18) my college will finish. For my future I make plans to enter university to do the interial design. these days this course are very popular in UAE. this profession has a good scope. In this field money is very attractive. In the advanced countries we can get the Job. these days All the modern buildings depend on interial design. When someone enters the building, if its entrance is not attractive, the whole building from inside is not attractive then no one would like it. So for my future this field is the best and I also very much intrusted in this field.

### EXAMINER COMMENTARY

While the ideas in the response are good, there is some inconsistency of expression. For instance, the second sentence the verb form isn't accurate and the student means 'interior design' rather than 'interial'. The general points made are good, but the response lacks a sequence: the points made needed a better order so the whole piece flowed rather than being a loose collection of ideas.

In terms of language, there are some ambitious words here, such as 'attractive' and 'advanced'. There is also a variety of sentences and use of discourse markers to shape sentences. Spelling is generally accurate as is punctuation. This response scores 4 for content/communication and 5 for language.

Total marks = 9

## STUDENT B

### My future is coming

Next year, I will finish my school life next year and I have big plans for my future.

In the first year after I graduate, I'd like to write several songs by myself, and I will use my free time to study how to make beats by using FL studio. I will practise my voice in the first year and try to secure some remix and recording jobs.

In the second year, I want to make my own mixtape and performance in the Livehouse. My plans are not easy to achieve: I will need to spend much money and time on it. Writing songs are not easy; making beats are not easy either. I would like to do all those things because I want to be a rapper and record producer.

You may be confused why I want these jobs. The reasons are very simple. First, I like making music and I can express my emotions through lyrics. Second, music can help me to relax: when I am depressed, I like to listen to jazz to make me feel better. To me, music is the most amazing thing in the world.

## EXAMINER COMMENTARY

This is an excellent response which offers an engaging personal account of future plans. The details are specific and the thoughts and feelings seem very authentic. The introductory sentence sets up the piece and there is a chronological sequence at work which helps with structure. The bullet points in the task are addressed clearly and the examiner can see the reasons behind the student's decisions. This is an interesting and clearly communicated response.

There is a good variety of sentence structures used here, aided by the deployment of accurate punctuation. Ambitious word choices related to the field of music are used and spelling is accurate. This piece gained 8 marks for content/communication and 8 marks for language.

QUESTION

0 4

Write an article explaining how computers, tablets and phones can help students with their learning.

Explain:

- why computers, tablets and phones are helpful to students
- how **you** have used a computer, tablet or phone to help you learn.

Your article should be between 100 and 150 words.

[23 marks]

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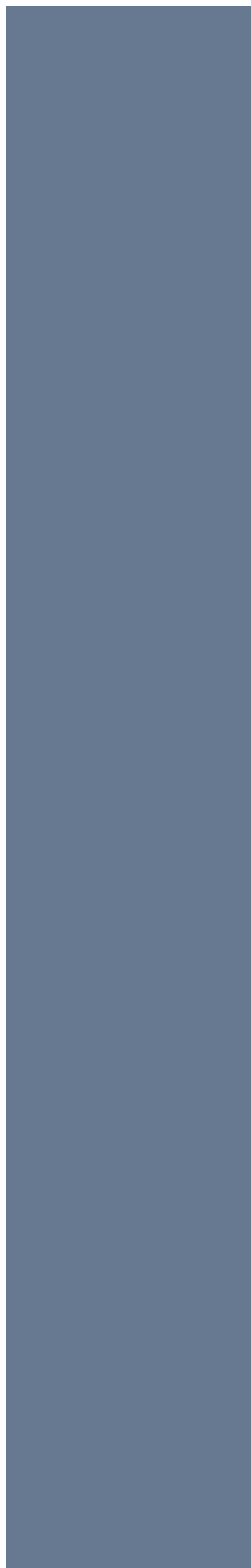
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## MARK SCHEME

| Qu | Marking guidance  | Total Marks |
|----|---|-------------|
| 4  | For this question there are two bullet points. These are designed as prompts to help students structure their own detail and ideas; they are not compulsory elements of the response. The response is assessed for Content and Communication (8 marks) and Language (15 marks), as specified in the criteria below. The maximum mark is 23. The student is expected to produce 100–150 words over the whole question. The number of words is approximate and you must mark and credit all work produced by the student. | 23          |

| Content and Communication | Marks | Response   | Indicative comments   |
|---------------------------|-------|--|---|
| Band 4                    | 7–8   | <p>An excellent response which is fully relevant and detailed, conveying a wide range of detail and ideas.</p> <p>Communication is clear and coherent.</p> | <p>Some people think that technology can stop students learning. I can see how it could be a distraction, but to me, technology is essential to succeed in education.</p> <p>For researching topics and ideas, there's no easier way than using a search engine to find information. At the touch of a key, students can find key details they need instead of spending valuable time searching through books. This means they can spend more time reading and writing, rather than searching.</p> <p>When I am trying to learn a new topic at school, I often message my friends when I get stuck, or call them. So phones are fantastic ways to share knowledge quickly and help each other with learning.</p> <p>In a recent essay, I needed to find out some information about the planets. Using my phone, I found it in minutes. I could not have done this so quickly without technology, so for me, computers and phones are excellent ways to help me learn.</p> |

|        |     |  |   |
|--------|-----|--|---|
| Band 3 | 5–6 | <p>A good response which is almost always relevant and which conveys a range of detail and/or ideas.</p> <p>Communication is generally clear and coherent with occasional ambiguity.</p> | <p>I think that technology is really useful at school. A lot of people said that phones get in the way of students learning, but I think in most cases, technology is really good.</p> <p>Students need computers, tablets and phones to work. They write essays on the computer, they use a phone to do research and also use phones to send information.</p> <p>When I am at school, I use computers in most subjects. I use it to draw graphs and and also to write about topics. Last week, I wrote about the history of Japan. To do this, I needed a computer to do some research and then I used it to write my work up. I enjoyed learning about Japan – it is a very interesting country with lots to do.</p> <p>Computers, tablets and phones are very good for education. I couldn't have done my writing without them, so I think they should be praised for their helpfulness.</p> |
|--------|-----|--|---|

|              |     |   |   |
|--------------|-----|---|---|
| Band 2       | 3–4 | <p>A satisfactory response which is generally relevant with some variety in detail and ideas.</p> <p>Communication is sometimes clear but there may be instances where messages break down.</p> | <p>I think that computers are great and helpful in schools because they can help you to find things out. Lots of people say they're bad, but I think they're good. Students use computers to write up essays, find stuff out and play games on.</p> <p>I use computers lots. I use my phone to ring friends if I got stuck on homework things. I also use computers when I needed to write about Japan, which is a really interesting country.</p> <p>Teachers all know that computers are helpful too and sometimes my teacher marks my work on computer as well. This helps and is fun.</p> |
| Band 1       | 1–2 | <p>A limited response which attempts to address the task with some relevant information.</p> <p>Communication lacks clarity with frequent instances where messages break down.</p>              | <p>In school computers are used to help learn. They can help you found things out. They are good when you need to type things and tablets are like this too.</p> <p>I need a computer for school because I need to find out. I did writing last week about Japan. It was a good writing because the computer helped spelling things. I also use my phone find out things as well. So I think technology was very important.</p>   |
| Below Band 1 | 0   | <p>Content is below the required standard for Band 1.</p>   | <p>Student will not have offered any meaningful writing to assess. Nothing to reward.</p>   |

When awarding marks for language, markers should also credit widely accepted geographical variations of spelling where appropriate.

| Language | Marks | Response  | Indicative comments   |
|----------|-------|---|---|
| Band 5   | 13–15 | <p>Sophisticated vocabulary and grammatical structures for effect; more complex sentences handled with confidence; writing is fluent and effective.</p> <p>High level of accuracy in spelling and punctuation; occasional minor errors may occur.</p> | <p>At the top of the band, a student's response will meet all of the response descriptors</p> <p>At the bottom of the band, a student will meet all of the Band 4 descriptors and have some success with the response descriptors for Band 5.</p> |
| Band 4   | 10–12 | <p>Varied vocabulary with some success in use of grammatical structures for effect; more complex sentences are generally secure; writing is mostly effective.</p> <p>Good level of accuracy in spelling and punctuation.</p>                          | <p>At the top of the band, a student's response will meet all of the response descriptors</p> <p>At the bottom of the band, a student will meet all of the Band 3 descriptors and have some success with the response descriptors for Band 4.</p> |

|        |     |   |   |
|--------|-----|---|---|
| Band 3 | 7–9 | <p>Some success in variety of vocabulary and grammatical structures for effect; more complex sentences are attempted and sometimes successful; writing is coherent and relevant.</p> <p>General accuracy in spelling and punctuation.</p>           | <p>At the top of the band, a student's response will meet all of the response descriptors</p> <p>At the bottom of the band, a student will meet all of the Band 2 descriptors and have some success with the response descriptors for Band 3.</p> |
| Band 2 | 4–6 | <p>Some clear attempt at variety of vocabulary; simple sentence structures are generally secure and linking words are used appropriately; writing conveys some clear meaning.</p> <p>More accuracy than inaccuracy in spelling and punctuation.</p> | <p>At the top of the band, a student's response will meet all of the response descriptors</p> <p>At the bottom of the band, a student will meet all of the Band 1 descriptors and have some success with the response descriptors for Band 2.</p> |

|              |     |   |   |
|--------------|-----|---|---|
| Band 1       | 1–3 | <p>Little range of vocabulary; sentence structures lack security and/or are likely to be short; meaning is sometimes evident.</p> <p>Frequent errors in spelling and punctuation.</p> | <p>At the top of the band, a student's response will meet all of the response descriptors</p> <p>At the bottom of the band, a student will have at least one of the skills descriptors.</p> |
| Below Band 1 | 0   | <p>Language is below the required standard for Band 1.</p>  | <p>Student's spelling, punctuation and grammar will be sufficiently poor to prevent understanding or meaning.</p>   |

### STUDENT A

Thes dys, computers, tablets and all electronic devices are the most helpful instruments to the students. these devices have new technology and much more different techniques for learning from different experts around the world and through online we can learn so many things in the internet are always the best choice to make informations and for studies because it has so many choices to chose an information and it I was not sure about something I would ask sure and ill get so many answers wich will help me in my homeworks and exams. Second of all from my experience about using tablets for helping me in my studies I prefer it.

### EXAMINER COMMENTARY

This response tackles the question reasonably well. The student's attempt to explain how students use technology in study is competent with several reasons being given for this. The response falls away when the second bullet point is addressed, with a very simple justification being given ('I prefer it'). The response is unbalanced in terms of the detail it gives to each bullet point and this prevents the response from achieving much more than half marks. As a piece of writing, it lacks a clear shape.

The spelling is reasonably good and an attempt is made to use interesting words. The main issue is the lack of full stops and therefore shapelessness of most of the sentences. For content/communication, this scored 3 marks and for language 7 marks.

Total marks = 10



## STUDENT B

Whether computers, tablets and phones can help students with their learning become is a heated topic. In my opinion, those technologies are very helpful to students.

First of all, students can search information on computers, and if they have some unknown words, they can use their phones to find a meaning of the words. It's very helpful and makes their life easier.

Secondly, teachers can share their documents to students through computers or tablets. It's convenient, and teachers don't need to print papers for sharing documents. Students can save documents in their computers and don't need to worry about losing them.

As a student, I have used those kinds of advanced technologies to help me study. I like to use my computer to take notes: it saves me a lot of time. Using a computer to take notes is quicker than using pens. I also use my phone to practise my listening skills and take some pictures of my books by using my tablets so I don't bring my textbooks. I can e-mail questions that I don't understand to my teachers by using phones, and I can get the answers rapidly.

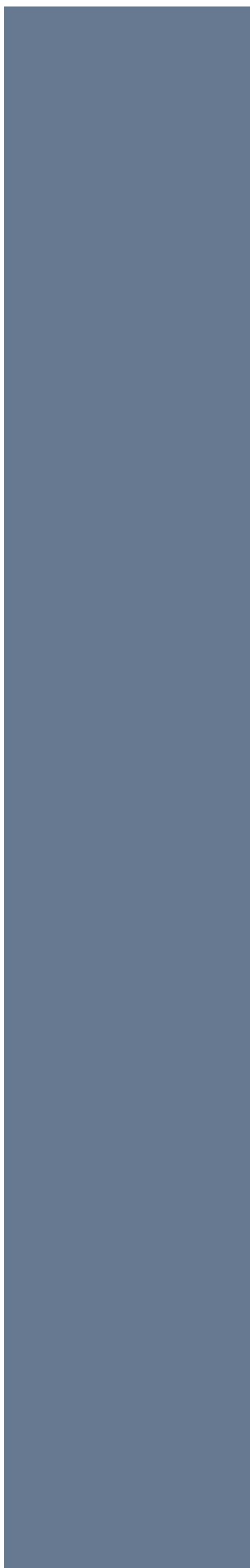
In conclusion, those high technologies can help students with their learning because of the speed of their functions.

## EXAMINER COMMENTARY

This is an excellent response which argues its point very convincingly. The student sets up the response competently in the introductory paragraph and then provides a sequenced argument which uses a variety of points to justify its case. The phrasing is very clear and each point is carefully presented. There is a good balance between the first and second bullet points in the task and the piece is rounded off with a well-phrased conclusion.

The use of language is sophisticated here. The overall shape of the piece is aided by the accurate use of sentences and punctuation. There is plenty of variety in terms of sentences structures and vocabulary to interest the reader. Accuracy is excellent. This response scores 8 marks for content/communication and 15 for language.

Total marks = 23



## FURTHER GUIDANCE AND CONTACTS

You can contact the subject team directly at [english@oxfordaqaexams.org.uk](mailto:english@oxfordaqaexams.org.uk)

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm local time.



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