

OXFORD

INTERNATIONAL
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**INTERNATIONAL GCSE
ENGLISH LANGUAGE**

9270/2

PAPER 2 Source-based Reading and Directed Writing

Mark scheme

November 2021

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2 1 B Y 9 2 7 0 2 / M S

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 Examiner.

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.

Further copies of this mark scheme are available from oxfordaqaexams.org.uk

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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.

0	1
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 Read **Source A**. In what ways are trees used in this extract?

[5 marks]

AO1:

R1, R2

Marks are awarded for the appropriate selection of detail and consideration of it. Better responses are likely to collate relevant detail and comment / explain.

0 marks: nothing relevant

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

- Trees are used to make clothes
- Trees are used to make hunting/fishing materials

Award 3-5 marks for **more developed answers which collate some relevant detail, may comment and/ or explain** eg

- Trees are used for many parts of life in the village. The bark of trees is used to make clothes, such as 'loincloths'. The writer describes how the bark has been used to make a 'long and flexible cloth' so it is clear that trees can be used to create fabric for other uses too.
- Trees are useful for catching food, as the writer says that they are used for 'nets for hunting and fishing'. It is evident in the text that trees provide shelter and protection as the village is in a 'clearing' in the jungle, which illustrates the wide and varied uses for trees.

0 2

Read **Source B**. What do you learn about the importance of the rainforest in this article?

[6 marks]

AO1

R1 R2

Marks are awarded for the appropriate identification and consideration of detail. Better responses are likely to collate, use detail to explain.

0 marks: nothing relevant

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

- There are unique plant species in the rainforest
- The rainforest is home to a million people

Award 3-4 marks for answers which **use detail to explain the importance of the rainforest** eg

- The rainforest is important for the survival of many animals, as it is 'home to 3 million species' and also to 'one in ten of all known plants and animals on Earth.' Therefore, without the rainforest, these species would not survive.
- The rainforest is also 'home to a million indigenous people' and is crucial to their survival. Not only have they lost their homes, many have also lost their lives in recent years defending the rainforest.

Award 5-6 marks for answers which **collate a range of relevant detail to explain; may infer the implications of its importance** eg

- The rainforest is the 'most biodiverse place on earth'. It is an important habitat for plants and animals which are 'unique to the rainforest' and these could be lost forever. This could have huge implications across the globe for generations to come as these unique species of plants will cease to exist. Furthermore, protecting the rainforest could help with the survival of the whole planet, as scientists have estimated that it 'could reduce carbon emissions by 18% by 2030.'
- Human lives would be at risk without the rainforest, as it is 'home to a million indigenous people'. We know that the rainforest is important to them and their existence, as thousands have 'lost their lives in recent decades defending the forest against commercial interests.' Not only are their homes at risk but their lives are too, as commercial gain is prioritized over human lives.

0	3
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 Read **Source C**. Explain why we need trees, according to the article.

[9 marks]

AO1

R1 R2 R3

Marks are awarded for the appropriate identification and comparison of the views presented in the named sources. Better answers are likely to give a coherent explanation of relevant detail and explore the ideas presented.

0 marks: nothing relevant

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

- Trees are important for humans
- Trees help to protect the environment

Award 3-5 marks for answers which **begin to use detail to explain** eg

- Trees support our 'mental and physical health'. Not only do we need trees to help us to breathe, as they are important in making sure our 'atmosphere remains oxygen-rich,' they also 'provide a space for people to relax and exercise'.
- We need trees to protect the environment because they help to reduce issues such as flooding, because they 'reduce the amount of rainwater entering watercourses.' This means that trees are vital for the protection of our natural environment.

Award 6-9 marks for answers which **give a coherent explanation of relevant detail to explain and/or explore** eg

- We need trees for support and protection of both humans and wildlife. Trees keep animals and humans alive by 'ensuring that our atmosphere remains oxygen-rich,' which means that we can breathe. They also provide a 'crucial habitat for much wildlife,' which means that animals have a 'range of places to live'. Oak trees also 'support over 280 species of insects,' which in turn provide food for 'birds and other predators' to feed on.
- We need trees to protect the environment, as trees support both in temperature regulation and reducing flooding. Trees 'massively reduce the amount of rainwater entering watercourses' which in turn reduces the chances of rivers 'bursting their banks'. Trees protect watercourses from pollution caused by flooding. Trees also reduce air pollution, which is why we see species such as the London Plane in many cities; these help to filter out fumes from traffic and other pollutants.

0 4

Read **Source D** and look at **Source E**. Compare the benefits of spending time in nature, as suggested by Source D and Source E.

[10 marks]

R1 R2 R3

Marks are awarded for the appropriate identification and comparison of views presented in the named sources. Better answers are likely to explore the views presented and may raise possible similarities and/or differences within these.

0 marks: nothing relevant

Award 1-2 marks for answers which **identify relevant isolated detail and/or unsupported assertion; may only refer to one source** eg

- Source D says people will be healthy if they spend time outdoors.
- Source D says that time in a natural environment can improve your mood and in Source E the family look as though they are having fun.

Award 3-6 marks for answers which **use detail to make some relevant comparative comment** eg

- Source D shows that it is possible to ‘feel healthy and have a strong sense of wellbeing’ from being around nature. Benefits include ‘lower blood pressure’ and ‘reduced feelings of isolation, promoted calm, and lifted mood’. Similarly, Source E suggests the opportunities for happiness and wellbeing which can be achieved by spending time outdoors. The family are clearly happy – evident in their smiles – and are joining in with outdoor games.
- Source D indicates that the effects of nature may also help as ‘an antidote for stress’ and provide ‘a sense of well-being’. This is supported by Source E, as the mood in the picture looks upbeat and positive, and they’re clearly enjoying themselves together; it seems that they are benefitting in many ways from being out in nature.

Award 7-10 marks for answers which **collate and use a range of relevant detail for comparison; may infer** eg

- The writer of Source D promotes the research that time spent in nature is worthwhile, as it has ‘lasting effects on people’s health.’ These positive ‘effects’ span physical, emotional and mental aspects of health and can be achieved by spending just ‘120 minutes’ in nature a week. The writer promotes spending time in nature but is clear that this time is the minimum amount needed for the impact, as there were ‘no benefits for people who didn’t meet that threshold’. Source E shows a happy and relaxed family, who clearly feel safe in their environment, which tallies with Source D’s assertion that time in nature ‘is an antidote for stress’.
- Sources D and E both show the potential for healthy living and happiness through time spent in nature. As well as the ‘reduced feelings of isolation, promoted calm, and lifted mood,’ Source D explores the benefits to wider society too – the effects of nature may ‘reduce crime and aggression,’ and the writer supports this with details of a study which found ‘substantially lower crime rates’ as a result of ‘more exposure to nature.’ The family in Source E are clearly taking the opportunity to be physically active, and the enjoyment from this is clear in their facial expressions. There is a sense of togetherness in the picture, as every person is involved in some way. It is possible to infer that this is due to the open nature of the environment.

0 5

Read **Source F**. Examine the methods the writer uses to present his feelings about nature.

[10 marks]

AO1
R1 R3 R4

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

0 marks: nothing relevant

Award 1-3 marks for answers which **identify appropriate detail and/or method; may make simple comment** eg

- The writer uses a metaphor when he describes how the sky ‘pulled back its curtains.’
- The writer likes being outside even when it is raining.

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

- The use of the metaphor to describe how the sky ‘pulled back its curtains’ brings a sense of closeness with nature, and suggests that the sunlight reveals the beauty of nature that he loves.
- Even the rain brings the writer happiness, as he writes that he ‘appreciate(s) the refreshment of the sobering rain.’ The fact that he ‘appreciates’ the ‘refreshment’ from the rain suggests that he is grateful for what nature brings him.

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

- The writer feels a connection with nature, which is made clear through the use of the metaphor which describes how the sky ‘pulled back its curtains.’ The writer also gains a great sense of enjoyment from being in nature, which is evident in the way he describes sitting under ‘that special tree’ with his back against the ‘gnarled old grandfather trunk’. The adjective ‘special,’ coupled with the personified ‘grandfather trunk,’ implies a closeness between the writer and nature, almost as though he has a familial relationship with nature and a reverence and respect which we often hold for older generations. It is clear that he sees beauty in every part of nature, for even the ‘gnarled’ trunk is held in high regard.
- The writer communicates a sense of gratitude towards nature, especially when he writes that he ‘appreciate(s) the refreshment of the sobering rain.’ The verb ‘appreciates’ gives us the sense that he is receiving the refreshment with thanks and there is a suggestion that nature has intentionally provided for him. This is contrasted with his appreciation for the ‘the timely scratch of thorns’ which tell him to ‘stop rushing,’ so even the painful aspects of nature are well received. It is clear that being in nature is a joyous experience as the writer explains that ‘for the first time in many months’ he ‘felt truly alive.’ This suggests that nature has brought about a heightened sense of vibrancy and joy; he is now able to ‘truly’ enjoy his own existence.

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.

0 6

‘Young people spend too much time indoors. They should be encouraged to spend more time in the natural environment.’

Write an article for a travel magazine in which you argue your views on this statement.

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

[40 marks]

Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated</p> <p>26–30 Marks</p> <ul style="list-style-type: none"> 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 sophisticated manipulation of sentence structures for clarity, purpose and effect creatively structured with sophisticated paragraphing for effect 	<ul style="list-style-type: none"> cogent focus on subject integrates a range of complex details and ideas; may use sources skilful manipulation of reader’s response voice is consistently matched to needs of audience sophisticated use of Standard English
<p>Band 5: assured</p> <p>21–25 Marks</p> <ul style="list-style-type: none"> 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 assured and ambitious use of a range of sentence structures for clarity, purpose and effect assuredly structured with fluent linking of paragraphs to sustain coherence 	<ul style="list-style-type: none"> assured use of details and ideas to enhance viewpoint; may use sources range of rhetorical devices used selectively and effectively; discourse markers effectively integrated begins to anticipate and address potential reader response; makes viewpoint convincing uses tone effectively assured use of Standard English
<p>Band 4: secure</p> <p>16–20 Marks</p> <ul style="list-style-type: none"> communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response 	<ul style="list-style-type: none"> range of details and ideas used to promote viewpoint; may use sources uses rhetorical devices for effect; discourse markers used to navigate readers and support organisation

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

0 7

A national newspaper is running an essay writing competition with the title:

‘The future of the younger generation depends on taking care of our natural world.’

Write your entry for this competition.

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

[40 marks]

Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated</p> <p>26–30 Marks</p> <ul style="list-style-type: none"> 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 sophisticated manipulation of sentence structures for clarity, purpose and effect creatively structured with sophisticated paragraphing for effect 	<ul style="list-style-type: none"> cogent focus on subject integrates a range of complex details and ideas; may use sources skilful manipulation of reader’s response voice is consistently matched to needs of the audience sophisticated use of Standard English
<p>Band 5: assured</p> <p>21–25 Marks</p> <ul style="list-style-type: none"> 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 assured and ambitious use of a range of sentence structures for clarity, purpose and effect assuredly structured with fluent linking of paragraphs to sustain coherence 	<ul style="list-style-type: none"> assured use of details and ideas to enhance viewpoint; may use sources range of rhetorical devices used selectively and effectively; discourse markers effectively integrated begins to anticipate and address potential reader response; makes viewpoint convincing uses tone effectively assured use of Standard English
<p>Band 4: secure</p> <p>16–20 Marks</p> <ul style="list-style-type: none"> communicates clearly with relevant selection and development of detail; clear identification with purpose and audience; varied vocabulary for effect; begins to sustain reader response varied sentence structures securely used to create different effects 	<ul style="list-style-type: none"> range of details and ideas used to promote viewpoint; may use sources uses rhetorical devices for effect; discourse markers used to navigate readers and support organisation secure use of Standard English

<ul style="list-style-type: none"> clearly organised with coherent links formed within and between paragraphs 	
<p>Band 3: some control</p> <p>11-15 marks</p> <ul style="list-style-type: none"> communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader some variety and conscious control of sentence structures for effect ideas are logically sequenced with paragraphs marking a shift in focus 	<ul style="list-style-type: none"> begins to use detail to extend viewpoint and support ideas; may use sources may begin to engage reader through use of rhetorical questions and direct address demonstrates awareness of the needs of a competition entry eg a clear structure with an overarching viewpoint generally uses accurate Standard English
<p>Band 2: simple</p> <p>6-10 Marks</p> <ul style="list-style-type: none"> communicates simply with occasional sense of purpose and audience; simple appropriate vocabulary some sustained use of a range of sentence structures some sustained sequencing of ideas with usually random paragraphing 	<ul style="list-style-type: none"> provides some ideas about what they think; explains these with some simple detail; may use and/or copy from sources evidence of some attempt to write an essay eg an introductory paragraph some sustained use of accurate Standard English
<p>Band 1: some attempt</p> <p>1-5 Marks</p> <ul style="list-style-type: none"> some attempt to communicate relevant meaning some attempt to organise ideas into sentences some simple sequencing of ideas 	<ul style="list-style-type: none"> expresses an opinion; may copy from sources may give example(s) occasional use of accurate Standard English
<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>Band 5: sophisticated</p> <p>9-10 Marks</p> <ul style="list-style-type: none">• demonstrates complete grammatical control• uses punctuation in a sophisticated way to guide and/or manipulate reader; may use creatively for effect• spells a wide range of complex and irregular words accurately; occasional lapses may occur
<p>Band 4: assured</p> <p>7-8 Marks</p> <ul style="list-style-type: none">• demonstrates extensive grammatical control• uses a range of punctuation accurately to demarcate sentences and clauses, punctuate dialogue, and create a range of effects• spells a range of complex and irregular words accurately
<p>Band 3: secure</p> <p>5-6 Marks</p> <ul style="list-style-type: none">• demonstrates generally secure grammatical control• sentence demarcation is secure and punctuation is used for effect; some accurate use of commas and/or semi-colons• spells commonly used complex and irregular words accurately
<p>Band 2: some control</p> <p>3-4 marks</p> <ul style="list-style-type: none">• demonstrates limited grammatical control• capital letters and full stops are generally used correctly; begins to use punctuation for effect• basic spelling is accurate; some commonly used complex and irregular words spelt accurately
<p>Band 1: simple</p> <p>1-2 Marks</p> <ul style="list-style-type: none">• demonstrates poor grammatical control• uses punctuation with occasional accuracy• basic spelling is usually accurate
<p>0 Marks: nothing worthy of credit</p>