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OXFORD
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INTERNATIONAL GCSE
English as a Second Language
9280/W

Paper 1 Writing

Mark scheme

June 2018

Version 0.1 Pre-Standardisation

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the rele questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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.

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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 (W1, W2)	**Language (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

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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 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.
Band 3	5–6	The description is relevant and detailed. Communication is clear.	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.
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.

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

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

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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 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.
Band 3	5–6	A full coverage of the key points. Communication is clear.	I am writing to invite you to Ann's 30th birthday party. It will take place at Tino's Restaurant on Saturday 20th 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.
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 20th 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.

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

Language	Marks	Response	Indicative comments
Band 3	5–6	Uses a good/wide variety of appropriate vocabulary and grammatical structures. Spelling and punctuation are generally accurate.	At the top of the band, a student's response will meet all of the response descriptors 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. 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 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. Spelling and punctuation: frequent errors are likely.	At the top of the band, a student's response will meet all of the response descriptors 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.

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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 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.
Band 4	7–8	A full coverage of the required information with appropriate development of detail. Communication is clear.	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 20th 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	A reasonable coverage of the required information; likely to develop some detail. Communication is mostly clear with occasional lapses.	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.
Band 2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.	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.
Band 1	1–2	A minimal coverage of the required information. Frequent instances where messages are not conveyed.	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.

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Below Band 1	0	Content is below the required standard for Band 1.	Student 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 4	7–8	Uses a wide variety of effective vocabulary and grammatical structures. High level of accuracy.	At the top of the band, a student's response will meet all of the response descriptors 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. Generally accurate.	At the top of the band, a student's response will meet all of the response descriptors 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 variation of vocabulary and grammatical structures. More accurate than inaccurate.	At the top of the band, a student's response will meet all of the response descriptors 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. Frequent errors are likely.	At the top of the band, a student's response will meet all of the response descriptors 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.

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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	An excellent response which is fully relevant and detailed, conveying a wide range of detail and ideas. Communication is clear and coherent.	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. 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. 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. 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.
Band 3	5–6	A good response which is almost always relevant and which conveys a range of detail and/or ideas. Communication is generally clear and coherent with	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. Students need computers, tablets and

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		occasional ambiguity.	phones to work. They write essays o the computer, they use a phone to do research and also use phones to send information. 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. 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.
Band 2	3–4	A satisfactory response which is generally relevant with some variety in detail and ideas. Communication is sometimes clear but there may be instances where messages break down.	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. 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. Teachers all know that computers are helpful too and sometimes my teacher marks my work on computer as well. This helps and is fun.
Band 1	1–2	A limited response which attempts to address the task with some relevant information. Communication lacks clarity with frequent instances where messages break down.	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. 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.
Below Band 1	0	Content is below the required standard for Band 1.	Student will not have offered any meaningful writing to assess. Nothing to reward.

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

Language	Marks	Response	Indicative comments
Band 5	13–15	Sophisticated vocabulary and grammatical structures for effect; more complex sentences handled with confidence; writing is fluent and effective. High level of accuracy in spelling and punctuation; occasional minor errors may occur.	At the top of the band, a student's response will meet all of the response descriptors 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.
Band 4	10–12	Varied vocabulary with some success in use of grammatical structures for effect; more complex sentences are generally secure; writing is mostly effective. Good level of accuracy in spelling and punctuation.	At the top of the band, a student's response will meet all of the response descriptors 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	7–9	Some success in variety of vocabulary and grammatical structures for effect; more complex sentences are attempted and sometimes successful; writing is coherent and relevant. General accuracy in spelling and punctuation.	At the top of the band, a student's response will meet all of the response descriptors 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	4–6	Some clear attempt at variety of vocabulary; simple sentence structures are generally secure and linking words are used appropriately; writing conveys some clear meaning. More accuracy than inaccuracy in spelling and punctuation.	At the top of the band, a student's response will meet all of the response descriptors 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.

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Band 1	1–3	Little range of vocabulary; sentence structures lack security and/or are likely to be short; meaning is sometimes evident. Frequent errors in spelling and punctuation.	At the top of the band, a student's response will meet all of the response descriptors 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.