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OXFORD
INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL GCSE
ENGLISH AS A SECOND LANGUAGE
9280/L

Listening Paper

Mark scheme

November 2019

Version: 1.0 Final

19BY9280/L/MS

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relev 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.

Task 1

Qu	Part	Marking Guidance	Total Marks
		Accept	
01	1	B	1
		Accept	
01	2	C	1
		Accept	
02	1	B	1
		Accept	
02	2	B	1
		Accept	
03	1	A	1
		Accept	
03	2	B	1
		Accept	
04	1	B	1
		Accept	
04	2	A	1

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Task 2

Qu	Marking Guidance	Total Marks
	Accept	
05	Impressed Pleased	2
	Accept any two of the following	
06	English (Literature) History Business (Studies) Art	2
	Accept any two reasonable variations of the following	
07	To consider his plans after his A-levels. To make a decision about choosing a university. To make a decision about doing an apprenticeship. To think about his career path. To consider which subjects to do.	2
	Accept any two of the following	
08	A law degree seems too difficult. Degrees cost a lot of money. He's not sure if he would prefer to get a job.	2

Task 3

Qu	Marking Guidance	Total Marks
	Accept one mark for each of the following words which fill the gaps	
09	Lovely	1
	Accept one mark for each of the following words which fill the gaps	
10	Closer Annoyed	2
	Accept one mark for each of the following words which fill the gaps	
11	30/Thirty Similar Loves	3
	Accept one mark for each of the following words which fill the gaps	
12	Competitive Support	2

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Task 4

Qu	Marking Guidance	Total Marks
	Accept	
13	7 days/One week	1
	Accept any one of the following	
14	He thinks it's boring doing nothing. He prefers action-packed holidays. **Or** a valid equivalent	1
	Accept any three of the following	
15	Sleeping on the ground. There are no proper showers. There is no electricity. There is no (cushioned) bed. Insects are eating you alive/biting you.	3
	Accept any three of the following	
16	He got to sleep under the stars (every night). He connected with nature. (He saw) stunning views from the top of a mountain. He accomplished his goals.	3

Task 5

Qu	Marking Guidance	Total Marks
	Accept	
17	B	1
	Accept	
18	Idea of the work being completed much quicker using artificial intelligence. Idea of her life being much easier, **or** less time is wasted **or** there is more time for important tasks. Both ideas must be mentioned to achieve 2 marks.	2
	Accept any two of the following	
19	It does not cost her any money/she has a hi-tech laboratory at no extra cost. She only needs a cardboard headset and her mobile phone. She can access the virtual laboratory anywhere. Or a valid equivalent	2
	Accept	
20	B	1
	Accept	
21	B and D	2