www.dynamicpapers.com

OXFORD
INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL GCSE
ENGLISH AS A SECOND LANGUAGE
9280/R

Reading Paper

Mark scheme

November 2019

Version: 1.0 Final

19BY9280/R/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

Copyright information

OxfordAQA retains the copyright on all its publications. However, registered schools/colleges for OxfordAQA are permitted to copy material from this booklet for their own internal use, with the following important exception: OxfordAQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2019 Oxford International AQA Examinations and its licensors. All rights reserved.

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.

www.dynamicpapers.com

Text 1 Email

Qu	Marking Guidance/Accept	Total Marks
	Accept	
01	B	1
	Accept	
02	C	1
	Accept	
03	B	1
	Accept	
04	A	1
	Accept	
05	A	1
	Accept	
06	B	1

www.dynamicpapers.com

Text 2 My Grandfather

Qu	Marking Guidance/Accept	Total Marks
	Accept	
07	Shopkeeper / shopkeeping	1
	Accept any two of the following	
08	• Left home • Lived in a tent • Started a business • Sold fruit and vegetables • Fallen in love	2
	Accept	
09	B	1
	Accept	
10	86	1
	Accept	
11	B and C	2
	Accept	
12	Award maximum of 2 marks: **2 marks** = both the ideas of 'huge' and 'dripping' explained, eg 'large'/'impressive' and 'water running off / falling from' **1 mark** = candidate explains one of the ideas or partially both **0 marks** = nothing relevant Accept other synonyms for 'huge' and 'dripping'	2

www.dynamicpapers.com

	Accept	
13	C and D	2

	Accept	
14	A	1

www.dynamicpapers.com

Text 3 Working in London

Qu	Marking Guidance/Accept	Total Marks
	Accept	
15	C	1
	Accept	
16	B	1
	Accept	
17	C, E, G and H	4
	Accept any four of the following	
18	• The place had just opened • It wasn't quite finished • The energy was incredible / the energy of the staff • Staff rushed about (with clipboards) • A brightly-dressed lady (talked loudly to a client over the phone) • People tapped furiously at computers • Walls were being painted • It was (so) busy	4
	Accept	
19	Award maximum of three marks: 3 = candidate explains all ideas of 'heart of gold' 'beneath' and 'grubby exterior', eg 'kind' / 'caring' / 'good heart / 'good person' and 'hidden' / 'below' / 'despite' and 'dirty / filthy exterior / appearance' 2 = candidate explains only two of the ideas fully 1 = candidate explains one of the ideas or partially both 0 = nothing relevant	3

	Accept any four of the following	
20	• He was incredibly kind • He explained things carefully • Patiently listened to my reply • He sympathised • He offered thoughtful advice • Helped with some computer problems • A friend • He treated all of the workers as equals • He seemed upbeat NB Single word responses are acceptable if they capture positive qualities drawn from the text.	4

	Accept	
21	He gave little away	1

www.dynamicpapers.com

Text 4 In Search of Olives

Qu	Marking Guidance/Accept	Total Marks
	Accept	
22	Award maximum of two marks: 2 marks = candidate explains both ideas about 'stars glimmered' and 'black sky', eg 'stars shone'/stars were bright' and 'dark sky' 1 = candidate explains one of the ideas or partially both 0 = nothing relevant	2
	Accept any four of the following	
23	• The wind • The flicking of beasts' tails • Frustration with Muhammad • Dirty towns • (Almost) brittle air • Diesel belching • (Butchered) meat hung in the heat • Meat blackened by flies / flies on the meat	4
	Accept	
24	C and D	2
	Accept	
25	Award maximum of two marks: 2 = candidate explains both ideas of 'similarity of the car' 'and 'made me feel closer to him' eg 'the car was like her husband's' and 'it reminded her of her husband'/'she felt less alone' 1 = candidate explains one of the ideas or partially both 0 = nothing relevant	2
	Accept	
26	A	1

www.dynamicpapers.com

Accept		
27	B	1

Accept any three of the following		
28	• Sorry-looking • Flea-bitten • Flicking sand flies away • Wearied / tired	3

Accept any four of the following		
29	• People were selling watermelons • Long-bearded men • Men transporting everything (from fruits to fridges) • Men jostled for passage • Women purposefully treading the streets • Women covered head to foot in black • Nothing was exposed (by the women)	4

Accept		
30	• Get out of the car • Stop for a rest	2

Accept		
31	Award maximum of two marks: 2 = candidate explains both ideas of 'negotiating', 'messy traffic' eg 'handling' / 'getting around / through / get out of' and 'chaotic traffic'/'difficult traffic' 1 = candidate explains one of the ideas or both partially 0 = nothing relevant	2

Accept		
32	C	1