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OXFORD
INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL GCSE
English as a Second Language
9280/W

Writing

Mark scheme

November 2018

Version: 1.0 Final



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 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.

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 – open – subject may be drawn from any of the themes eg parent/national leader/teacher

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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.	As the man ambled along the narrow street, the shop owners paid him little attention. They chatted happily to each other. Washing was happily fluttering from the balconies above the heads of the people. A man walks with his dog, wondering which café to sit at and have a drink.
Band 2	3–4	The description is mostly relevant. There is some delay in communication.	The man walked along the narrow street. He looks at the shops. There is a man walking his dog to a café. There is washing on the houses balcony. Chairs are long the sides of the road.
Band 1	1–2	The description contains some relevant words and/or phrases.	There is street. There are blue chairs. Man is walking dog. People on chairs. Man wears T shirt and trousers
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 variatio 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

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 our end of year dinner. This will take place at the Standard Hotel on Saturday 23 November at 7.30 p.m. Award winners should arrive by 7.00 p.m. and all other people by 7.15 ready for the evening to begin promptly at 7.30. The presentation will be followed by music and dancing until midnight. I hope you will come to celebrate the achievements of the club in our most successful season.
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 to our end of year dinner. This will take place on Saturday 23 November at 7.30 p.m. Please arrive by 7.15 promptly at 7.30. The presentation will be followed by music and dancing until later. I hope you will come because the evening will be exciting.
Band 1	1–2	A minimal coverage of the key points. Frequent instances where messages are not conveyed.	Please come to the awards evening on 23 November. It is near Standard Hotel. We are giving out prizes in the evening to good players. There is dinner then music and dance for people. Come it great fun. It finished at 12 on Saturday.
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 variatio 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.

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.	The lights dimmed as the audience sat expectantly waiting for the School's Talent Show to begin in the Great Hall on Friday 22 November. You could feel the anticipation of parents, friends and staff heighten as the minutes ticked down to the start. Performances from 20 of the school's most talented youngsters lit up the stage as they danced, sang and performed faultless routines throughout the evening. What a fantastic show. I felt so proud of all of them as I left the Hall. I can't wait for next year's show.
Band 3	5–6	A reasonable coverage of the required information; likely to develop some detail. Communication is mostly clear with occasional lapses.	The local School's Talent Show took place on Friday 22 November in the school's Hall. Lots of staff, students and friends were there to see performances given 20 of the school's students. On the stage they danced, sang and performed faultless routines to entertain throughout the evening. It was a fantastic show and the audience enjoyed every minute of the show. I enjoyed everything and want to see if next year will be as good as this years.
Band 2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.	On Saturday there was a Talent Show and I went to watch the Talent show at school. There were lots of people who sang and danced in the show. Lots of people watched the show. It was very exciting and I liked the singing and dancing. They were very fantastic and

			lasted a long time. I really liked the sho and will go again next year.
Band 1	1–2	A minimal coverage of the required information. Frequent instances where messages are not conveyed.	I went to watch Talent Show at my school next week. It was very good and lots people will be there. There was lots of singing and dancing. They were very OK. I want to see show next time. It will be next year at school.
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 variatio 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.

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.	I recently went on holiday to New Zealand. Even though it is much smaller than Australia that I visited last year, there is still so much to see and explore when I return. It is such a beautiful country that I can't wait to return next year if I have enough money. New Zealand lies to the south-east of Australia, an island, only separated from Australia by the Tasman Sea. I stayed in Wellington on the North Island, the capital of this wonderful country. The climate was very similar to England which I loved. I had holidayed in Perth last year where the mercury reached 45 degrees and was just too hot to do anything. The beautiful architecture of Wellington excited me yet. leaving the capital, I was equally captivated by the lush countryside giving way to snow-capped mountains. I am saving hard to be able to explore more next year.
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 occasional ambiguity.	Last year I went on holiday to New Zealand, an island in the Tasman Sea which separates it from Australia. I stayed in Wellington on the North Island which is the capital. It is a beautiful city with lots of lovely buildings and great architecture. There

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			is also a lot of countryside and I loved the green fields and even the snow-capped mountains. I visited the museums and went to the theatre one evening. We even went swimming in the new pool that only opened last month. The weather was really nice and the sun shone throughout the whole three weeks with only one day of rain. The nights were fairly cold there as it was only just the start of summer there in October. We met lots of lovely people and I made some new Kiwi friends and can't wait to go back and see them.
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 went on holiday to New Zealand this year. It is much smaller than Australia that I visited last year, but there is still so much to see, and I hope to go back. It is suc a beautiful country that I can't wait to return if I save enough money. New Zealand is south-east of Australia, the other side of the Tasman Sea. I stayed in Wellington, the capital, on the North Island. I loved the beautiful architecture of Wellington and also the countryside and a visit to the mountains where there was snow on top. The weather was similar to England. Not as hot as Perth. I can't wait to go back next year
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.	I went on holiday to New Zealand. It is a lovely country near Australia. I stayed in Wellington and the weather was good. There was some rain but I like it when it I s hot and we went to the beach. There are nice old buildings and new ones like the pool in the middle of town. I want to go there again because it is nice and I make friends there.
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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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.
Band 1	1–3	Little range of vocabulary; sentence structures lack security and/or are likely to be short; meaning is sometimes	At the top of the band, a student's response will meet all of the response descriptors

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		evident. Frequent errors in spelling and punctuation.	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.