

INTERNATIONAL GCSE ENGLISH LANGUAGE

9270/2

Paper 2 Source-based Reading and Directed Writing

Mark scheme

June 2024

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 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 [oxfordaqa.com](https://www.oxfordaqa.com)

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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

This section assesses students' response to reading. The skills which are assessed are defined in AO1.

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.

1	Read Source A. What do we learn about scuba diving from the article?	5
	AO1 R1 Marks are awarded for the appropriate selection of detail to address the question. 0 marks: nothing relevant Award 1–2 marks for answers which offer isolated relevant detail and/or unsupported assertion eg • Scuba diving is a form of underwater diving. • 'Scuba diving gear consists of one or more gas tanks attached onto a diver's back'. Award 3–5 marks for answers which use a range of relevant detail; may comment and/or explain eg • The article explains that scuba diving is a form of underwater diving, which involves the divers carrying the air supply with them, rather than having 'air pumped from the surface'. • Scuba diving has many advantages, for example it allows divers 'greater freedom' than they would have if they were connected to an air line.	

2	Read Source B. Explain the ways the underwater environment is being negatively affected, according to the article.	7
	AO1 R1 Marks are awarded for the appropriate selection of detail and consideration of it. Better responses are likely to use detail to explain. 0 marks: nothing relevant Award 1–2 marks for answers which identify isolated relevant detail; may make simple comment eg • Scuba divers can damage the underwater environment. • The article says that damage to the underwater environment can be caused by ‘natural disasters and climate change’. Award 3–5 marks for answers which begin to use detail to explain reasons for negative effects eg • The article says that ‘some divers simply do not respect the ocean,’ which shows that divers themselves are impacting negatively on the environment. • ‘Natural disasters and climate change’ can affect the underwater environment, especially because underwater life is ‘extremely fragile and vulnerable to environmental changes’. Award 6–7 marks for answers which offer a coherent explanation for the reasons for damage to the underwater environment; may infer eg • According to the article, scuba divers are partly responsible for negative effects on the underwater environment, as ‘some divers simply do not respect the ocean,’ which implies that a lack of care and a disregard for the marine life results in environmental damage, including divers who ‘carve their names in the reef’. • ‘Natural disasters and climate change’ can also have a negative impact on marine life, which is ‘extremely fragile and vulnerable to environmental changes’. It is clear that an already delicate and easily damaged ecosystem is at risk of harm from any change, whether it is caused by humans or not.	

3	Read Source C. What is interesting about wrecks, according to the article?	8
	AO1 R1 R2 Marks are awarded for the appropriate identification and consideration of detail. Better responses are likely to collate and use detail to explain. 0 marks: nothing relevant Award 1–3 marks for answers which identify relevant isolated detail; may make simple comment eg • ‘Our ocean floor is littered with shipwrecks’. • Wreck diving can help us understand more about the past. Award 4–6 marks for answers which use detail to explain eg • The article describes how the ‘ocean floor is littered with shipwrecks’, some of which date back thousands of years and can provide a ‘sanctuary’ for ‘small sea-life creatures’. • We learn that wreck diving can give us an insight into the past, as ‘each wreck provides us with a unique window into history’ such as the ‘scale and intent’ of King Philip II’s plans to invade England in the 1500s. Award 7–8 marks for answers which collate a range of relevant detail to explain; may infer the implications; may make more subtle points eg • The article explains that our ocean floors are ‘littered’ with shipwrecks, which suggests that they are found throughout the world and at regular and random locations. These wrecks are ‘never in a perfect condition’, and not only does each wreck tell an ‘evocative, meaningful story’ but they are also ‘full of life’, which implies that each is a safe haven – a vibrant, living ‘sanctuary’ for ‘small sea-life creatures’. • Wrecks can provide us with a ‘unique window’ into the past, such as the ‘scale and intent’ of the planned invasion of England in the 1500s, which shows that wrecks are interesting for developing our historical knowledge in areas which may have otherwise remained undiscovered. This indicates that wrecks bring us a valuable, developed understanding of how our past was shaped.	

4	Refer to Source D and Source E. What do we learn about the dangers and the joys of diving in these sources? You may refer to both Source E's image and text within your response.	10
	AO1 R1 R2 R3 Marks are awarded for the appropriate identification and comparison of the ideas presented in the named sources. Better answers are likely to explore and infer. 0 marks: nothing relevant Award 1–3 marks for answers which offer isolated detail and/or unsupported assertion; may refer to one or both sources eg • We learn that diving can be dangerous in source D. • Source D says 'the fish were waking and feeding on the coral' and the picture in source E shows a colourful underwater coral scene too. Award 4–6 marks for answers which use detail to make some relevant comment; may infer; may refer to one or both sources eg • Source D indicates that diving can be dangerous, as the writer felt out of her 'comfort zone' which suggests that she sensed it wasn't fully safe. This is confirmed when the divers didn't resurface after '45 minutes'. • Both sources show the beauty and joys of diving, as source D says that the 'best time' to dive would be when 'the fish were waking and feeding on the coral', and the sun is described as 'dazzling' on the water. Source E supports this, with beautiful descriptions of the reef and fish, such as how their scales were 'shimmering like jewels'. Award 7–10 marks for answers which collate and use a range of relevant detail to explain and/or explore; may make more subtle inferences; will refer to both sources eg • Although source D indicates the dangers of diving, with questions from the other students about their 'worries' about 'sharks' and the water being 'pitch black' illustrating the general anxiety felt about diving. This is followed by the real 'terror' which grew when the other divers did not resurface after '45 minutes'. The word 'terror' implies a very real and tangible fear, which the writer has juxtaposed with the 'calm surface' of the sea. We learn that they had been 'swept away by strong currents', which further emphasises the hidden dangers. This is reinforced in source E, as the writer explains that the reef 'was a maze of beauty and danger' with 'razor edges' and 'poisonous creatures'. • Both sources indicate the dangers and joys of diving. From the opening of source D, we learn that the writer 'fell in love' with diving, which emphasises the joy felt, and we also learn about the beauty of the water through descriptions of the 'dazzling' sun on the water. However, the beauty is shown to mask potential threats, such as 'the power and unpredictability of the sea' and the vulnerability of humans as 'small dots in a wide expanse of blue'. Source E could be seen to support this, as the writer says that 'despite all its dangers', there is much joy to be found in the beauty of the reef. The writer gives vivid descriptions of the fish scales 'shimmering like jewels' and the 'kaleidoscope of colours' which formed a 'breathtaking spectacle'.	

5	Read Source F. How does the writer use language to convey the experiences of being at sea?	10
	AO1 R1 R3 R4 Marks are awarded for the appropriate identification and consideration of detail, structure and/or linguistic techniques. Better responses are likely to examine and analyse language and the effect. 0 marks: nothing relevant Award 1–3 marks for answers which identify isolated detail and make simple comment eg • The diver is described as safe on the boat as he was ‘cocooned in his sleeping bag’. • The wreck has sharp edges. Award 4–6 marks for answers which begin to use detail to make relevant comment eg • The writer makes a clear contrast between the safety of the boat, in which the diver is ‘cocooned in his sleeping bag’, and the sea outside as he was ‘tossed by the dark waves’ that ‘slammed’ against the boat. This makes the waves sound violent and rough. • The writer describes the wreck as sharp and unapproachable, with part of it described as ‘a jumble of jagged, sharp-edged steel plates’. This sounds as though it is potentially dangerous to touch and difficult to navigate. Award 7–10 marks for answers which examine, analyse and/or explore detail and/or effect eg • The writer draws a clear contrast between the safety of the boat, in which the diver is ‘cocooned in his sleeping bag’ and the ‘dark waves’ which ‘slammed’ against the boat. The metaphor of being ‘cocooned’ implies that he is wrapped up and protected, almost at one with this layer of protection – like a larva in its natural casing. Whilst the personification of the waves sounds as though the violent moves are intentionally violent. • The writer describes how some elements of underwater diving are dangerous and difficult, as the wreck is described as ‘a jumble of jagged, sharp-edged steel plates’ which sounds both chaotic and dangerous, as though there is a mass of sharpened razors at the bottom. There is also a sense of unnerving mystery to the underwater experience, as it is not clear how the submarine had sunk and an ‘unknown force’ has been at play. This adds mystery to the description of the experience which reinforces the feeling of danger.	

Section B: Writing

This section assesses students' writing. The skills which are assessed are defined in AO2.

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 from 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.

6	You have been asked to enter a public speaking competition on the following topic: ‘Why should we protect our oceans?’ Write your speech for this competition in which you discuss your ideas. You may use information from the sources in Section A as well as your own ideas.	40
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Generic Skills Descriptors	Specific Content
Band 6: sophisticated 26–30 Marks - 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	- 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
Band 5: assured 21–25 Marks - 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	- 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

Band 4: secure 16–20 Marks - 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 - clearly organised with coherent links formed within and between paragraphs	- 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 - captures a variety of elements for a speech eg use of quotations from experts; persuasive devices; relevant facts and/or statistics - secure use of Standard English
Band 3: some control 11–15 Marks - 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	- 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 speech eg some persuasive devices; logical progression from one point to the next - generally uses accurate Standard English
Band 2: simple 6–10 Marks - 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	- 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 a speech eg an appropriate opening - some sustained use of accurate Standard English
Band 1: some attempt 1–5 Marks - some attempt to communicate relevant meaning - some attempt to organise ideas into sentences - some simple sequencing of ideas	- expresses an opinion about protecting the oceans; may copy from sources - may give example(s) - occasional use of accurate Standard English
0 Marks	Nothing worthy of credit

7	'Extreme sports, such as scuba diving, are dangerous, and only adults should be allowed to participate.' Write an article for a leisure website in which you argue your point of view on this statement. You may use information from the sources in Section A as well as your own ideas.	40
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Generic Skills Descriptors	Specific Content
Band 6: sophisticated 26–30 Marks - 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	- cogent focus on subject - integrates a range of complex details and ideas for an article; may use sources - skilful manipulation of audience's response - voice is consistently matched to needs of the audience - sophisticated use of Standard English
Band 5: assured 21–25 Marks - 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	- assured use of details and ideas to sustain and develop an article; may use sources - range of rhetorical devices used selectively and effectively; discourse markers effectively integrated - begins to anticipate and address potential audience response; makes viewpoint convincing - uses tone effectively - assured use of Standard English

Band 4: secure 16–20 Marks - 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 - clearly organised with coherent links formed within and between paragraphs	- range of details and ideas used to develop an article; may use sources - uses rhetorical devices for effect; discourse markers used to navigate and support organisation - captures a variety of elements of a website article eg engaging opening and effective conclusion - secure use of Standard English
Band 3: some control 11–15 marks - 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	- begins to use detail to develop and support ideas; may use sources - may begin to engage audience through use of rhetorical questions and direct address - demonstrates awareness of the needs of a website article eg an engaging opening - generally uses accurate Standard English
Band 2: simple 6–10 Marks - 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	- provides some ideas about the title; explains these with some simple detail; may use and/or copy sources - evidence of some attempt to write a website article eg an interesting opening line - some sustained use of accurate Standard English
Band 1: some attempt 1–5 Marks - some attempt to communicate relevant meaning - some attempt to organise ideas into sentences - some simple sequencing of ideas	- expresses an idea about the title; may copy from sources - may give example(s) - occasional use of accurate Standard English
0 Marks	Nothing worthy of credit

W4 (questions 6 and 7): Demonstrate technical accuracy in grammar, punctuation and spelling

Generic Skills Descriptors
Band 5: sophisticated 9–10 Marks • 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
Band 4: assured 7–8 Marks • 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
Band 3: secure 5–6 Marks • 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
Band 2: some control 3–4 marks • 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
Band 1: simple 1–2 Marks • demonstrates poor grammatical control • uses punctuation with occasional accuracy • basic spelling is usually accurate
0 Marks: Nothing worthy of credit