

INTERNATIONAL GCSE ENGLISH LANGUAGE

9270/2

Paper 2 Source-based Reading and Directed Writing

Mark scheme

November 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.

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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 early waste disposal 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 • Humans have had landfill sites for thousands of years. • '[T]he Greek city of Athens created one of the first-known regulations regarding rubbish' Award 3–5 marks for answers which use a range of relevant detail; may comment and/or explain eg • The article explains that humans have had systems for disposing of their rubbish for many years, and the 'story of the landfill predates much of modern history'. • We learn that the ancient Greeks had some of the first laws about the disposal of rubbish, as 'residents were forbidden from throwing waste in the street.' The source also shows that the need for 'proper and responsible solutions' were understood thousands of years ago.	

2	Read Source B. Explain the ways that <i>Precious Plastic</i> are hoping to reduce waste, according to the article.	6
	AO1 R1 R2 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 • The article says that <i>Precious Plastic</i> hope to reduce waste by recycling. • Eifion Williams said that ‘getting the most out of plastics is the big challenge in creating a circular economy’. Award 3–4 marks for answers which begin to use detail to explain eg • The article says that ‘prosthetic legs can be made out of oil bottles, cabins and chess boards out of bottle caps, and tote bags can be created from plastic bags’, which shows the great potential in recycling. • <i>Precious Plastic</i> hope to create a ‘circular economy’ which is an economy where ‘materials are reused and not thrown away.’ This is one way that they hope to reduce waste. Award 5–6 marks for answers which offer a coherent explanation for the ways in which <i>Precious Plastic</i> hopes to reduce waste; may infer eg • According to the article, there is huge potential in recycling, as even products such as ‘prosthetic legs’ can be produced from ‘oil bottles’. This suggests that even critical medical equipment can be produced from waste products, and therefore people will see the ‘tangible benefits in their hands’. • <i>Precious Plastic</i> hope to create a ‘circular economy’, in which ‘materials are reused and not thrown away.’ The source describes how there are ‘seven different types of plastic’ and if these can be kept separated, then creating a circular economy could be straightforward.	

3	Read Source C. How does the writer present the challenges faced by the children working as waste pickers?	9
	AO1 R1 R2 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 relevant isolated detail; may make simple comment eg • The article says that some waste pickers are homeless. • ‘The life of a child waste-picker is brutally hard.’ Award 4–6 marks for answers which begin to use detail to make relevant comment eg • The article explains that there are many challenges faced by the children working as waste pickers, because they are ‘often homeless’, sometimes because they have ‘escaped difficult circumstances’. The list illustrates the problems that they face. • The writer uses words such as ‘brutally hard’ to describe the life of the child waste-pickers, which suggests that it is a tough and violent life. Award 7–9 marks for answers which collate a range of relevant detail to explain; may infer the implications; may examine, analyse and/or explore detail and/or effect eg • The article illustrates the many challenges faced by the children by showing the range of difficulties which they face. These challenges range from the clear exhaustion they must face for little reward, as the ‘hours are long and the pay is poor’, to the fact that the children are ‘exposed to unhygienic conditions, toxic fumes, medical and sanitary waste’. The article describes waste picking as a ‘means of survival’ for the children, which implies that the children are in a desperate situation with little choice about what they can do to stay alive. • The writer uses a variety of language devices to illustrate the challenges the children face. The description of a ‘brutally hard’ life evokes imagery of a level of violence which is impossible to escape; it sounds savage and barbaric, and the fact that this is life for ‘child’ waste pickers draws a stronger contrast and sympathy from the reader. Additionally, the writer describes how the ‘smell of the dump never leaves them.’ The adverb ‘never’ reinforces the idea that working on the dump is something that the children cannot escape, almost as though the smell haunts them.	

4	Read Source D. How does the writer use language to convey the beauty of the landfill?	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/or make simple comment eg • The landfill is described as beautiful because nature is working beneath the surface. • A 'mosaic of memories and moments past.' Award 4–6 marks for answers which begin to use detail to make relevant comment eg • The writer shows that the landfill is beautiful with the line 'beneath the surface, nature weaves its magic.' This metaphor suggests that something special is happening under the ground. • The writer describes the landfill as a 'mosaic of memories' which makes the site sound like a beautifully coloured tile pattern. Award 7–10 marks for answers which examine, analyse and/or explore detail and/or effect eg • The writer uses a metaphor to show the beauty of the landfill: 'beneath the surface, nature weaves its magic.' Specifically, the use of the verb 'weaves' suggests that some intricate crafting is taking place below the surface, and the noun 'magic' implies that the 'breaking down of organic matter' is mysterious and mystical – there is a beauty even to the process of decomposition. • The description of the landfill as a 'mosaic' brings about imagery of tiled artwork, with beautiful colours which may be random but work together in harmony to create an overall image to admire. The writer reinforces this idea with the images of 'kaleidoscopic patterns' and 'stained-glass windows in ancient cathedrals', which sound breath-taking and awe-inspiring in their size and magnificence.	

5	Refer only to Source E and Source F. Compare the ways in which rubbish is used 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 experiences 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 and/or simple comment; may refer to one or both sources eg • We learn that rubbish can be made into art in Source E. • Source F shows that rubbish can be made into flower tubs, which are practical, and this is supported by Source E which shows that rubbish can be made into art to enjoy. 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 E indicates that items which would normally be thrown away, from 'broken vases to crumpled car doors' can be 'repurposed' into effective art. Source F shows some painted recycled tyres which supports this view. • Both sources show that rubbish can be turned into both art and practical items too, such as the flower tubs in Source F. Source E explains that rubbish turned into art has 'shifted our understanding' of art, and 'disrupt[ed] the idea' of normal art gallery spaces. Award 7–10 marks for answers which collate and use a range of relevant detail to explain; may make more subtle inferences eg • Source E illustrates how rubbish repurposed as art is valid in the art world, as Burden's art has been 'displayed in prestigious galleries across the globe'. From 'broken vases to crumpled car doors' we learn that his art has 'caught the eye' of the art world. There is evidently an ecological imperative in this form of art, as Burden describes the 'already wasteful world of art' in which he works. Source F shows the practical items which can be created from rubbish, which not only serve a tangible purpose for growing flowers, but also good, bright and attractive. This supports Source E in illustrating that art does not have to be made from new materials. • The sources both show that rubbish can be transformed into art. Source E indicates that art made from rubbish can help audiences to change their view of what is considered 'valid' as a work of art. Because there is purpose to this art, insofar as the 'meaning and context' of the objects can be changed, it has led to a shift in the art world of the understanding of what makes something art. Source F shows this disruption with the tyres painted bright colours and repurposed as flower tubs, because the practical and mundane has been made beautiful, and something which was once unattractive waste now serves as an attractive garden feature.	

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

Students are required to complete one of the given tasks. Where a student attempts more than one task, both (or all) must be marked using the mark scheme. The student will be awarded the higher of the marks.

6	You have been asked to enter an essay writing competition on the following topic: ‘The importance of recycling.’ Write your entry 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 an essay e.g. 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 an essay e.g. 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 an essay e.g. formal language; some attempts to structure as an essay - 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 recycling; may copy from sources - may give example(s) - occasional use of accurate Standard English
0 Marks	Nothing worthy of credit

7	‘Waste can be beautiful!’ Write an article for a magazine in which you explain your views 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 an article e.g. 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 an article eg an engaging opening; some structural features - generally uses accurate Standard English
Band 2: simple 6–10 - 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 an 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