

INTERNATIONAL GCSE **ENGLISH LANGUAGE** **9270/1**

PAPER 1 – Literary Non-Fiction and Composition

Mark scheme

June 2019

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.

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:

This section assesses candidates' 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.

This mark scheme defines the skills which students will demonstrate at the different levels of achievement and offers some examples of how these may be demonstrated. Examiners should note that these examples are indicative, not prescriptive. **Examiners must reward any valid response offered by candidates.**

1	What problems does the writer face on his journey?	4
	<p>Marks are awarded for the appropriate selection of detail and consideration of it. Better answers are likely to explain detail with possible inferential comment.</p> <p>0 marks: nothing relevant</p> <p>Award 1-2 marks for answers which identify relevant problems eg</p> <ul style="list-style-type: none"> There wasn't any public transport. The country was still plagued by civil war. <p>Award 3-4 marks for answers which collate a range of relevant detail and/or use detail to explain eg</p> <ul style="list-style-type: none"> The writer faced a number of problems. There was no public transport and very few private vehicles that might give him a lift. Even though there was a temporary ceasefire, the country was still plagued by civil war. There were other practical difficulties such as getting stuck in the mud and travelling through desert land and the Sudd swamps. Some of the problems include lack of public and private transport, so that the writer had to work out his own method of travel. Also, even though he makes light of it, it sounds like a dangerous journey. The country he was travelling in was at civil war and he had to cross a desert and travel through swamps. 	

2	Explain what Wau is like, according to the writer.	6
	<p>Marks are awarded for the appropriate selection of detail and consideration of it. Better answers are likely to begin to consider writer's methods.</p> <p>0 marks: nothing relevant</p> <p>Award 1-2 marks for answers which identify relevant literal detail; may make simple comment eg</p> <ul style="list-style-type: none"> • The buildings were shabby cinderblock or mud-brick. • It's not a very nice place. <p>Award 3-4 marks for answers which begin to collate and use detail to explain eg</p> <ul style="list-style-type: none"> • It's a place that sometimes has very heavy rains and is surrounded by a 150-mile-wide flood zone that is almost impossible to cross when the rain falls. • It doesn't sound like a nice place as it has shabby buildings and the streets are covered with sand, dust and cow manure. <p>Award 5-6 marks for answers which present a coherent supported explanation; may infer and/or refer to more subtle points eg</p> <ul style="list-style-type: none"> • Although Wau is a market and administrative centre for much of Sudan, it seems to be quite isolated and primitive. When the heavy rains fall it is virtually cut-off from the outside world. Its buildings are 'shabby' and the streets are covered with sand, dust and cow manure. You would expect an important town to be more advanced than these details suggest. • Wau does not sound like a healthy place to live with its persistent heat, humidity and insects. Also there seems to be a lack of hygiene and cleanliness. The front of the hospital is 'littered' with used hypodermic syringes and medical waste which could spread disease and illness as well as being hazardous for children. 	

3	How does the writer use language to create a sense of panic?	8
	<p>Marks are awarded for the appropriate selection of detail and consideration of it. Better answers are likely to infer meaning and interpret detail, and refer to more subtle points.</p> <p>0 marks: nothing relevant</p> <p>Award 1-2 marks for answers which refer to relevant detail and/or make simple identification of technique or simple comment eg</p> <ul style="list-style-type: none"> • The writer tells the reader that people were rushing to the station. • He lists details such as, 'People with handcarts, pack animals and bags'. <p>Award 3-5 marks for answers which begin to explain how the writer uses language; may comment on effects eg</p> <ul style="list-style-type: none"> • The writer's choice of words creates a sense of panic. He says it was 'utter pandemonium' which tells us that the situation was out of control and no one was in charge. • He creates a sense of panic by using lists such as, 'People with handcarts, pack animals and bags'. This makes it seem as though there's no order and people are taking everything they can as they 'rush' to catch the train. <p>Award 6-8 marks for answers which analyse and/or explore a range of language use and effect eg</p> <ul style="list-style-type: none"> • The man who announces the arrival of the train is 'running' and 'shouting' which immediately creates a sense of urgency. Then we learn that there was 'utter pandemonium' and that 'mayhem broke out', phrases which suggest a sense of chaos and panic. We are told there are 'hundreds of Sudanese' and that they had 'laid siege' to the ticket windows. The sense that this is almost like a battle is emphasized by the presence of 'soldiers with rifles' and the threat of the situation becoming dangerous and even life-threatening. • He uses lists to create a sense of panic, for example: 'people jumping over one another, screaming, punching, clawing like animals'. The fact that people are 'jumping' over each other makes the situation sound dangerous and the verbs 'screaming, punching, clawing' together create a sense of chaos. This is emphasized by the simile which compares them with animals. It is as though their animal instincts have taken over and they are no longer in control of their actions. 	

4	Explain why the writer is trying to find a place to hide.	6
	<p>Marks are awarded for the identification and appropriate consideration of relevant language use. Better answers are likely to examine and analyse language use and effect.</p> <p>0 marks: nothing relevant</p> <p>Award 1-2 marks for answers which identify relevant detail and/or make simple comment eg</p> <ul style="list-style-type: none"> • Scarface and his men are chasing him. • He's trying to find a place to hide because he's scared. <p>Award 3-4 marks for answers which begin to use detail to explain the situation eg</p> <ul style="list-style-type: none"> • The writer is trying to find a place to hide because he has refused to pay the bribe and Scarface and his men are now chasing after him. • He is scared and thinks he might be beaten or even killed if he gets caught so he has to hide. <p>Award 5-6 marks for answers which present a coherent explanation; may refer to more subtle points eg</p> <ul style="list-style-type: none"> • The writer is trying to find a place to hide because of what happened on the train. They were being asked to pay a bribe by the sergeant of the platoon protecting the train. The writer and his companions refused to pay and fled the train. Having humiliated Scarface, the sergeant, in front of the local people, they knew they would be chased and are trying to find a place to hide so that they won't be caught and beaten. • The writer has broken the unspoken rules by not paying the bribe demanded by the sergeant, Scarface. In doing so, he has undermined the authority of the sergeant in front of the local people. Scarface is almost certain to want to reinforce his authority and control over the locals by being seen to take revenge on the writer and his travel companions. Having seen how Scarface beat the locals and even threw them off the train, the writer knows they are in danger. The group have fled the train and are frightened of being physically punished if they are caught. That is why they are looking for a place to hide. 	

5	How does the writer convey the danger of the situation?	8
	<p>Marks are awarded for the appropriate selection of detail and consideration of it. Better answers are likely to infer meaning and interpret detail, and refer to more subtle points.</p> <p>0 marks: nothing relevant</p> <p>Award 1-2 marks for answers which refer to relevant detail and/or make simple identification of technique or simple comment eg</p> <ul style="list-style-type: none"> • The writer says that Scarface and his troopers were armed to the teeth so that shows the danger. • He says that Scarface could torture him or put him in prison or even kill him. <p>Award 3-5 marks for answers which begin to explain how the writer conveys the danger of the situation; focus may be on detail and/or technique eg</p> <ul style="list-style-type: none"> • The writer makes it sound dangerous because it's night and there's no one around to help them. They have to hide in a café behind a table which makes it seem likely that they will be caught and punished. • He writes about people disappearing while travelling and thinks he and his friends might 'soon be among those gruesome statistics'. The word 'gruesome' makes it sound dangerous, as though they will be murdered and no one will know anything about it. <p>Award 6-8 marks for answers which examine how the writer conveys the danger of the situation; focus may be on detail and/or technique eg</p> <ul style="list-style-type: none"> • The writer sets the scene in the first paragraph using language to convey a sense of danger. The bus station is 'darkened', the light is 'murky' and there is silence. Darkness and silence are often associated with danger and the 'stray dog shuffling across the road' reinforces the sense that something bad is going to happen. It's almost like a film set where the setting makes the reader anticipate danger and action. • He records his thoughts as he hides behind the table in the café. These emphasize how isolated and vulnerable he and his companions are. He reminds the reader of people who disappear 'without a trace' whilst travelling, making the reader believe that this could happen to him. The phrase, 'torture, prison, even death', summarises the extent of the danger he faces and this is reinforced by the reference to 'gruesome statistics', which emphasizes that he could soon die in a horrible way. 	

6	What do you learn from the whole passage about the man telling the story?	8
	<p>This question offers candidates the opportunity to consider the whole text. Marks are awarded for appropriate selection of detail and relevant comment. Responses at the higher end are likely to range widely and be evaluative in nature.</p> <p>0 mark: nothing relevant</p> <p>Award 1-2 marks for answers which offer relevant literal detail and/or unsupported assertion or simple comment eg</p> <ul style="list-style-type: none"> • He's travelling from Cape to Cairo. • He seems to be quite a friendly man. <p>Award 3-5 marks for answers which collate some relevant detail and use detail to make some relevant comment; may begin to infer eg</p> <ul style="list-style-type: none"> • He's a traveller and is making an overland journey across Africa from Cape to Cairo. He's made friends with some other travellers so he's not a loner. He doesn't seem to like Wau and is pleased when the train arrives to take him to Khartoum. When he is chased by Scarface, he finds somewhere to hide so that he won't be beaten or killed. • He shows he is brave as he stands up to Scarface and refuses to pay the bribe, even though that is a very dangerous thing to do. <p>Award 6-8 marks for answers which present a coherent supported overview/evaluation; insightful inference likely eg</p> <ul style="list-style-type: none"> • Although we don't know where he's from, it's clear he's a 'Westerner' as he says he 'hooked up' with 'other young Western travellers'. This also suggests that he's quite sociable and enjoys the company of other people. He takes some setbacks lightly, such as digging a truck out of mud, but he doesn't enjoy being stuck in Wau. This is partly because he doesn't like the town but may also be because he has the travel 'bug' and hates having to stay in one place. • He seems to be quite outspoken as he challenges the authority of Scarface by refusing to pay the bribe. He is aware of the risk he has taken ('something amazingly brilliant or incredibly stupid') and it could be that his actions were reckless and selfish as he has put the whole group in danger. He seems to be coolheaded and resourceful under pressure. He thinks nothing of digging a truck out of mud and, when they are being chased and in extreme danger, he finds a place to hide. 	

Section B

This section assesses candidates' 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 (30 marks).

W4 is assessed in the final template (10 marks).

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.

7	Write a story with the title: 'The Revenge',	40
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Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated 26-30 Marks</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> plot, setting and characterisation wholly convincing within context integrates a range of narrative strands and/or complex details compelling personal voice and/or subtlety of purpose and ability to manipulate reader response sophisticated use of Standard English
<p>Band 5: assured 21-25 Marks</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> plot, setting and characterisation designed to interest and engage selectively and effectively uses a range of linguistic and/or structural devices (e.g. flashback) to sustain narrative begins to anticipate and address potential reader response assured use of Standard English
<p>Band 4: secure 16-20 Marks</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> clear evidence of plot with some clear attempt to provide setting and/or characterisation details and vocab are clearly selected to enhance narrative engagement of reader may be sustained through direct address secure use of Standard English

Generic Skills Descriptors	Specific Content
<p>Band 3: some control 11-15 marks</p> <ul style="list-style-type: none"> communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader some variety and control in use of sentence structures ideas are logically sequenced with paragraphs marking a shift in focus 	<ul style="list-style-type: none"> usually sustains first, second or third person account in a recognisable narrative events are linked through appropriate vocab choices shows some deliberate use of techniques to engage the reader generally uses accurate Standard English
<p>Band 2: simple 6-10</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> makes some linked points to create a chronological story shows awareness of the need to include details to interest reader some sustained use of accurate Standard English
<p>Band 1: some attempt 1-5 Marks</p> <ul style="list-style-type: none"> some attempt to communicate relevant meaning some attempt to organise ideas into sentences some simple sequencing of ideas 	<ul style="list-style-type: none"> makes some points relevant to a story may use simple narrative techniques e.g. the use of 'then' occasional use of accurate Standard English
<p>0 Marks</p>	<p>Nothing worthy of credit.</p>

8	Describe a place you do not like.	40
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Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated 26-30 Marks</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> cogent focus on place fully integrated descriptive detail compelling personal voice and/or skilful manipulation of reader's response sophisticated use of Standard English
<p>Band 5: assured 21-25 Marks</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> selectively and effectively uses a range of devices to describe place uses specific structure, such as 'zooming in', to good effect begins to anticipate and address potential reader response assured use of Standard English
<p>Band 4: secure 16-20 Marks</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> clear selection of detail to enhance description of place clear selection of descriptive vocabulary for effect engagement of reader may be sustained through direct address secure use of Standard English

Generic Skills Descriptors	Specific Content
<p>Band 3: some control 11-15 marks</p> <ul style="list-style-type: none"> communicates ideas with sustained awareness of purpose and audience; some deliberate selection of vocabulary for effect; begins to engage reader some variety and control in use of sentence structures ideas are logically sequenced with paragraphs marking a shift in focus 	<ul style="list-style-type: none"> some clear focus on place deliberately uses details and language to describe place may begin to engage reader through simple use of rhetorical questions and direct address generally uses accurate Standard English
<p>Band 2: simple 6-10</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> makes some linked points about place may occasionally use adjectives to describe place some sustained use of accurate Standard English
<p>Band 1: some attempt 1-5 Marks</p> <ul style="list-style-type: none"> some attempt to communicate relevant meaning some attempt to organise ideas into sentences some simple sequencing of ideas 	<ul style="list-style-type: none"> makes some points about a place may use simple descriptive words and phrases occasional use of accurate Standard English
<p>0 marks</p>	<p>Nothing worthy of credit.</p>

Q9	‘Travel extends our understanding of the world.’ Discuss.	40
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Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated 26–30 Marks</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> cogent focus on subject integrates a range of complex details compelling personal voice and/or skilful manipulation of reader’s response sophisticated use of Standard English
<p>Band 5: assured 21-25 Marks</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> develops discussion and promotes viewpoint range of rhetorical devices used effectively; discourse markers effectively integrated begins to anticipate and address potential reader response assured use of Standard English
<p>Band 4: secure 16-20 Marks</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> clear selection of detail to promote viewpoint some use of rhetorical devices for effect; discourse markers used to navigate readers and support organisation engagement of reader may be sustained through direct address secure use of Standard English

Generic Skills Descriptors	Specific Content
<p>Band 3: some control 11-15 marks</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> awareness of need to discuss with some use of relevant detail discourse markers used to introduce and link ideas may begin to engage reader through use of rhetorical questions and direct address generally uses accurate Standard English
<p>Band 2: simple 6-10</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> makes some linked points relevant to subject may occasionally use discourse markers appropriately some sustained use of accurate Standard English
<p>Band 1: some attempt 1-5 Marks</p> <ul style="list-style-type: none"> some attempt to communicate relevant meaning some attempt to organise ideas into sentences some simple sequencing of ideas 	<ul style="list-style-type: none"> makes some points relevant to subject may link some ideas relevant to travel or language occasional use of accurate Standard English
<p>0 marks</p>	<p>Nothing worthy of credit.</p>

W4: Demonstrate technical accuracy in grammar, punctuation and spelling.

Generic Skills Descriptors
<p>Band 5: sophisticated 9-10 Marks</p> <ul style="list-style-type: none"> • Demonstrates complete grammatical control. • Uses a range of 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.
<p>Band 4: assured 7-8 Marks</p> <ul style="list-style-type: none"> • 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.
<p>Band 3: secure 5-6 Marks</p> <ul style="list-style-type: none"> • 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.
<p>Band 2: some control 3-4 marks</p> <ul style="list-style-type: none"> • 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.
<p>Band 1: simple 1-2 Marks</p> <ul style="list-style-type: none"> • Demonstrates poor grammatical control. • Uses punctuation randomly and with occasional accuracy. • Basic spelling is sometimes accurate.
<p>0 Marks: nothing worthy of credit.</p>