
INTERNATIONAL GCSE ENGLISH LANGUAGE

9270/1

PAPER 1 Literary Non-Fiction and Composition

Mark scheme

November 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 Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from oxfordaqaexams.org.uk

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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

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.

0	1
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What do you learn about the boat?

[4 marks]

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 relevant isolated detail and/or offer unsupported assertion** eg

- The boat is large.
- It's luxurious.

Award 3-4 marks for answers which **collate relevant detail and/or use detail to explain** eg

- The boat is moored by the village, captained by an East Indian and heading for Arakaka.
- The boat is large as, although it is mostly filled with cargo, it has plenty of room for passengers

0 2

How does the writer convey the decay of Arakaka?

[8 marks]

AO1: R1, R2, R4

Marks are awarded for the appropriate identification and consideration of method, which may refer to detail, structure and/or linguistic techniques. Better responses are likely to examine and analyse method.

0 marks: nothing relevant

Award 1-2 marks for answers which **identify relevant isolated detail and/or method**; may make simple comment eg

- The writer says that it wasn't nice and behind the stores there was 'muddy squalor'.
- The writer describes how the villagers lived in 'broken-down wooden shanties'.

Award 3-5 marks for answers which **begin to develop comment on detail and/or some focus on method and/or effect** eg

- The writer describes it to show the decay. He writes about the 'muddy squalor' and the 'broken-down wooden shanties' which make the reader think of a dirty place where the buildings are falling down.
- As well as describing the buildings, the writer refers to the 'air of destruction and decay' hanging over the town which makes it seem as though there is no hope there for the future.

Award 6-8 marks for answers which **examine, analyse and/or explore detail and/or method and effect** eg

- The writer uses contrast. From a distance, he describes it as 'ideal' but, on landing, shows the reality of the place which has 'muddy squalor' and 'broken-down wooden shanties', the adjectives highlighting the extent of the decay. He also contrasts its past glory as a 'flourishing' and wealthy community with its present 'air of destruction and decay'. These contrasts emphasise the change in Arakaka, suggesting that the decay is gradual and on-going.
- The writer symbolises the decay of Arakaka through the 'weathered wooden table'. This had once been part of a hospital, a place associated with progress and care. Now the table is 'hidden beneath a blanket of creepers' and the roots of plants are cracking the brickwork that once supported it. Nature is taking over and 'reclaiming' the town and the marks of civilisation are rapidly disintegrating and disappearing.

0 3

What do you learn about Gertie from this conversation?

[6 marks]

AO1: R1, R3

Marks are awarded for appropriate selection of detail and consideration of it. Better answers are likely to explain with possible inferential comment.

0 marks: nothing relevant

Award 1-2 marks for answers which **identify relevant isolated detail; may make simple comment** eg

- Gertie is a fellow passenger on the boat.
- She doesn't like vampire bats.

Award 3-4 marks for answers which **use detail to explain what is learnt about Gertie** eg

- Gertie is worried about vampire bats because she hasn't got a mosquito net to protect her.
- She hasn't got much money as she can't afford to buy a lamp and has to buy a candle instead.

Award 5-6 marks for answers which **offer supported developed comment and/or inference; likely to refer to more subtle points** eg

- Gertie seems to be quite sociable as she had been chatting with the 'boys on the launch'. She also appears to be very confident from the way she 'strolled' into the shop and 'looked hard in the Chinese storekeeper's eyes'. At the end she shows she has a sense of humour when she laughs about settling for a 'two-cent candle'.
- She seems able to vary her language to suit her purpose. She can be very formal, for example when she says 'My psychological disposition is highly nervous', as though she's trying to impress the storekeeper. But she can also be very informal, for example 'what yu got to give me'. This might suggest she is more educated than she at first appears.

0 4

Why does the writer feel 'highly nervous' later that evening?

[8 marks]

AO1: R1, R3

Marks are awarded for the appropriate selection of detail and consideration of it. Better answers are likely to offer developed explanation and may touch on more subtle points.

0 marks: nothing relevant

Award 1-2 marks for answers which **identify relevant isolated detail and/or make simple comment** eg

- The writer is nervous because he hasn't got a mosquito net.
- He's afraid of vampire bats.

Award 3-5 marks for answers which **use detail to explain** eg

- The writer is nervous because, unlike his friends, he hasn't got a mosquito net which would allow him to sleep protected from the vampire bats.
- There's a bat flying in and out of the room and he's nervous because he knows that it could take his blood and he could develop paralytic rabies.

Award 6-8 marks for answers which **offer a coherent, supported and developed explanation; likely to touch on more subtle points** eg

- The writer is nervous because the earlier conversation alerted him to the presence of vampire bats in the area and, despite the shopkeeper's promise; he's not convinced that the paraffin lamp will protect him. His anxiety is made worse by the bat flying in and out of the room with 'unnerving regularity'. He can't get to sleep, he can't catch it and he can't even see it to make sure it is a vampire bat so he is completely powerless in the situation.
- The writer's analogy between the bat and 'some foul four-legged spider' suggests that he is physically repelled by these creatures and helps to further explain his nervousness. As he is a naturalist he, therefore, has specialist, detailed knowledge of what these bats do and the delayed reaction from a bite that could lead to 'the dreadful disease of paralytic rabies' and probable death. It is this awareness that feeds his anxiety.

0	5
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How does the writer use language to describe the sounds made by the howler monkeys?

[8 marks]

AO1: R1, R4

Marks are awarded for the identification and appropriate consideration of language use. Better responses are likely to examine and analyse language use and effect.

0 marks: nothing relevant

Award 1-2 marks for answers which **identify relevant isolated detail; may include simple reference to language use** eg

- The writer describes the sounds as 'eerie'.
- He uses verbs and adjectives to describe the sounds.

Award 3-5 marks for answers which **begin to develop comment on language use and/or effect** eg

- The writer describes the sound as one of 'the most eerie sounds of the South American forest'. This emphasises just how strange and unique this sound is.
- The adjective 'blood-chilling' makes the sound seem frightening. The simile, in which the writer compares the sound dying away to 'the sound of a gale wailing through telegraph wires', helps the reader to connect the sound to one they will probably recognise.

Award 6-8 marks for answers which **examine, analyse and/or explore language use** eg

- Through his selection of descriptive vocabulary, the writer stages the effect the sounds have on the listener. At first the sounds are 'eerie', then 'blood-chilling' and finally 'terrifying'. In this way, he creates a sense of sound that might belong in a horror movie, with chosen words designed to appeal to the reader's sense of fear and terror.
- According to the writer, the sound is not just frightening but extremely loud - 'throbbing and echoing', 'deafening'. It is almost musical with its 'great crescendos' which then die away. He creates a sense of the whole thing being carefully orchestrated for maximum effect on the audience.

0	6
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What do you learn about the man telling this story from reading the whole passage?

[6 marks]

AO1: R1, R2

Marks are awarded for the appropriate selection and consideration of detail. Better responses are likely to offer developed supported comment and/or inferential comment.

0 marks: nothing relevant

Award 1-2 marks for answers which **identify relevant isolated detail; may include simple comment or assertion** eg

- The man is happy to take a lift on the boat.
- He doesn't like vampire bats.

Award 3-4 marks for answers which **collate detail and/or begin to use detail to support comment; may begin to infer** eg

- The writer is travelling in South America with two other men called Jack and Charles. When they are in the shop they explain that they are looking for animals. He seems quite trusting as he takes a lift on the boat without knowing anything about it.
- He's quite knowledgeable about the vampire bats. He knows what they look like and how to identify them from other bats. He also knows the damage they can do if they bite someone.

Award 5-6 marks for answers which **offer developed, supported comment; likely to infer** eg

- The man is a naturalist and he is in South America looking for animals. He seems to have experienced harsh conditions in his travels as he regards the boat as 'luxurious' in comparison with the 'tiny dug-out canoe'. It sounds as though he might be a bit disorganised. He's the only one without a mosquito net, having mislaid his four days earlier and the first time he managed to record the howler monkeys he discovered, too late, that one of the valves on the recorder had broken during the day's journey.
- The man is obviously dedicated to his work. He is well-informed and has clearly done his research in advance: he is aware of the history of Arakaka and is very knowledgeable about the physical characteristics of vampire bats. He also seems very patient and dedicated in the way he persists in trying to tape the howler monkeys over several weeks. Despite many setbacks, he keeps trying and finally is delighted to be able to record them accurately and clearly.

Section B: 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 form 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.

0 7

Write a story with the title 'Success!'

[40 marks]

Generic Skills Descriptors	Specific Content
<p>Level 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>Level 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 (eg flashback) to sustain narrative Begins to anticipate and address potential reader response Assured use of Standard English
<p>Level 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 vocabulary are clearly selected to enhance narrative Engagement of reader may be sustained through direct address Secure use of Standard English
<p>Level 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"> Usually sustains first, second or third person account in a recognisable narrative Events are linked through appropriate vocabulary choices Shows some deliberate use of techniques to engage the reader Generally uses accurate Standard English

<p>Level 2: simple 6-10 marks</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>Level 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 eg the use of 'then' Occasional use of accurate Standard English
<p>0 marks</p>	<p>Nothing worthy of credit</p>

0 8

'People must take greater responsibility for the preservation of animal life on Earth.'
Discuss.

[40 marks]

Generic Skills Descriptors	Specific Content
<p>Level 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 and ideas to promote viewpoint Compelling personal voice and/or skilful manipulation of reader's response Sophisticated use of Standard English
<p>Level 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 selectively and effectively; discourse markers effectively integrated Begins to anticipate and address potential reader response Assured use of Standard English
<p>Level 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
<p>Level 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 relevant detail Discourse markers used to introduce and link ideas May begin to engage reader through simple use of rhetorical questions and direct address Generally uses accurate Standard English

<p>Level 2: simple 6-10 marks</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>Level 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 animals Occasional use of accurate Standard English
0 marks	Nothing worthy of credit

0 9

Describe a time when you were nervous or frightened or both.

[40 marks]

Generic Skills Descriptors	Specific Content
<p>Level 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 time/feelings Fully integrated descriptive detail Compelling personal voice and/or skilful manipulation of reader's response Sophisticated use of Standard English
<p>Level 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 the time/feelings Uses structure (eg contrast) to good effect Begins to anticipate and address potential reader response Assured use of Standard English
<p>Level 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 time/feelings 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
<p>Level 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"> Some clear focus on time/feelings 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>Level 2: simple 6-10 marks</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 time/feelings May occasionally use adjectives with some effect Some sustained use of accurate Standard English
<p>Level 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 time/feelings May use simple descriptive words and phrases 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</p> <p>9-10 marks</p> <ul style="list-style-type: none"> • 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
<p>Band 4: assured</p> <p>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</p> <p>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</p> <p>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</p> <p>1-2 marks</p> <ul style="list-style-type: none"> • demonstrates poor grammatical control • uses punctuation with occasional accuracy • basic spelling is usually accurate
<p>0 marks: nothing worthy of credit</p>