
INTERNATIONAL GCSE ENGLISH LANGUAGE

9270/1

Paper 1 Literary non-fiction and composition

Mark scheme

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Version: Final 1.0



2 3 6 Y 9 2 7 0 / 1 / M S

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.

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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:

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	Explain why the writer is worried.	5
	<p>R1 R2 R3 Marks are awarded for the appropriate selection of detail/method and consideration of it. Better responses are likely to explain.</p> <p>0 marks: nothing relevant</p> <p>Award 1–2 marks for answers which identify relevant isolated detail and/or make simple comment eg</p> <ul style="list-style-type: none"> • The writer is worried that the elephants will be 'unsettled' by the weather. • Bad weather could cause damage. <p>Award 3–5 marks for answers which offer a range of detail and/or begin to develop comment eg</p> <ul style="list-style-type: none"> • The writer is worried that the weather could cause stress to the elephants as she says 'violent weather unsettles' them and they may react badly. A cyclone is extreme weather and the elephants may react badly to it. • The writer is worried that the weather may cause trees to fall, which may in turn cause 'breaches in the perimeter fence', meaning the elephants could escape. She is also worried about the safety of the herd and whether they had been led to a safe place by their matriarch so that they would survive the storm. 	

2	How does the writer present hers and Lawrence's relationship with the elephants?	8
	<p>R1 R3 R4</p> <p>Marks are awarded for the identification and appropriate consideration of detail and method. Better responses are likely to examine and explore method and effect.</p> <p>0 marks: nothing relevant</p> <p>Award 1–3 marks for answers which identify relevant isolated detail and/or simple comment; or assertion eg</p> <ul style="list-style-type: none"> • The elephants would 'read' the house to see if they were home. • Lawrence called Nana his 'beloved Nana' which means they were very close. <p>Award 4–6 marks for answers which begin to develop comment on detail and/or method and/or effect eg</p> <ul style="list-style-type: none"> • The writer details how the elephants would 'read' their house to see if they were home, and how they are 'comfortable around humans', creating the impression that the elephants are like family and trust the writer and her husband. • Lawrence's relationship with his 'beloved Nana' is incredibly close, they 'met in secret' suggesting the elephant enjoyed the company and attention of the human. The writer states how they 'treasured their visits', conveying the sense that these interactions were special to them. <p>Award 7–8 marks for answers which examine, analyse and/or explore detail and/or method and/or effect eg</p> <ul style="list-style-type: none"> • The writer emphasises how close they are to the elephants and how they miss them when they do not come. The description of their visits paints a picture of familiarity as the elephants 'read' their house, checking for the presence of the writer. However, she clearly worries about how 'comfortable' they are and worries that their trust will make them vulnerable, something which the writer acknowledges with an air of concern and perhaps sadness. • It is clear how close the writer and her husband are with the elephants as she refers to Nana as Lawrence's 'beloved Nana' and conveys their meetings as mutually special; her description of how Nana holds her trunk in 'delighted greeting', suggests how the elephant enjoys these 'conversations' as much as Lawrence does. They value these 'treasured' visits, like something to hold in their hearts, knowing that they will have to 'wean' themselves off the elephants as they have created such a strong bond, like parents and children. 	

3	Explain why the writer was concerned about keeping elephants.	8
	<p>R1 R2 R3 Marks are awarded for the appropriate selection of detail and consideration of it. Better responses are likely to explain and/or infer.</p> <p>0 marks: nothing relevant</p> <p>Award 1–3 marks for answers which identify relevant isolated detail and/or make simple comment eg</p> <ul style="list-style-type: none"> • The writer is concerned the enclosure won't hold. • They 'don't have any experience' which tells us she doesn't know what she is doing. <p>Award 4–6 marks for answers which offer a range of detail and/or begin to develop comment eg</p> <ul style="list-style-type: none"> • The writer is concerned that their secure enclosure won't be strong enough to hold all the elephants, especially as there are older ones that are more likely to cause 'problems'. She also tells us that they 'knew nothing' about keeping elephants but is unable to say no, knowing that they are likely to be shot if they do. • They do not have any experience of looking after elephants and are probably concerned that they could be in danger if they make mistakes. As a 'rogue' herd they are not trusting of man, and the writer is worried they could have 'trampled [Lawrence] to death' while he is trying to settle them in. <p>Award 7–8 marks for answers which collate and use a range of relevant detail; may infer eg</p> <ul style="list-style-type: none"> • Even though the writer says they have 'no experience' of looking after elephants, they knew 'enough' to know that older ones can be problematic. She is concerned the enclosure is not strong enough to hold the herd, as they were clearly not planning on having any elephants so soon. The fact Lawrence said no one else was 'stupid enough' to take them suggests that taking in this herd is not an easy task and they could be dangerous. • The elephants are described as a 'rogue herd' suggesting that they have possibly caused problems elsewhere and are a difficult group. The writer also tells us that Nana had developed a 'terror of man' and could therefore be very dangerous, possibly even causing a fatality, as the writer describes how she feared that Lawrence could be 'trampled to death' while he was trying to gain their trust. Even when he tells her how Nana had reached out to him, her first thought is that she could have killed him, implying that she has a deep concern about the power and unpredictability of the elephants. 	

4	How does the writer use language to describe the elephants' behaviour?	10
	<p>R1 R4 Marks are awarded for the appropriate selection of detail and consideration of it with likely reference to effect. Better answers are likely to focus on language use and/or technique.</p> <p>0 marks: nothing relevant</p> <p>Award 1–3 marks for answers which identify relevant isolated detail and/or method eg</p> <ul style="list-style-type: none"> • They are 'restless and pacing'. • She describes the sounds the elephants made as 'solemn' which means they are sad. <p>Award 4–6 marks for answers which begin to develop comment on detail and/or method and/or effect eg</p> <ul style="list-style-type: none"> • The writer creates a picture of how the elephants are behaving by describing them as 'restless and pacing' and how they are 'always moving'. This makes them appear agitated and unhappy, which the writer says is unlike their usual 'serene' behaviour. • The elephants are described as making 'solemn rumbles' and Nana is 'stood by silently', creating the impression that they are mourning with the writer. The image of them with what look like tears rolling down their cheeks is incredibly emotive and suggests they are grieving too. <p>Award 7–10 marks for answers which examine, analyse and/or explore detail and/ or method and/or effect eg</p> <ul style="list-style-type: none"> • The writer uses a series of verbs to describe how the elephants 'jostled', were 'pacing' and how they 'shouldered' their way round the house, creating a clear contrast to their usually 'serene' visits. An image of their agitation and obvious distress is created, highlighting why the writer finds their behaviour 'completely different'. The fact that the game-keeper says 'even the bulls are here' suggests this is out of the ordinary and adds to the strangeness of their behaviour. • Sounds made by the elephants are described as 'solemn' and 'low', evoking a feeling of sadness in their behaviour, which is contrasted to Nana who is 'silently' stood by, perhaps as if in shock. The writer then uses a series of rhetorical questions: 'Why now? Why this exact weekend?' to highlight her own confusion at this strange and unusual visit. The evocative image of what look like tears rolling down their cheeks and how the elephants 'lined up' and began 'gentle communication' conveys a feeling of mourning and grief, which deeply affects the writer and reader alike. 	

5	<p>What do you learn from the whole passage about the writer and her husband, Lawrence?</p>	9
	<p>R1 R2 R3 Marks are awarded for the identification and appropriate consideration of detail. Better responses are likely to offer developed comment and to explore and infer meaning.</p> <p>0 marks: nothing relevant</p> <p>Award 1–3 marks for answers which identify relevant isolated detail; may include simple comment or assertion eg</p> <ul style="list-style-type: none"> • The writer and her husband live on a game reserve. • Lawrence is very close to Nana and they have a ‘two-way friendship’. <p>Award 4–6 marks for answers which begin to use detail to support comment relating to what is learnt; may infer eg</p> <ul style="list-style-type: none"> • The writer and her husband must love animals as they live on a game reserve and seem to have a very close relationship with the animals they have, particularly the elephants. Despite their initial fears about having the elephants, they seem to have learned a lot about them and understand their behaviour. • Lawrence is very close to one elephant, Nana. The writer calls their relationship a ‘two-way friendship’ which implies that it is mutual. Her husband spent a long time gaining Nana’s trust, suggesting he is patient and kind. They are so close, that when Lawrence dies, the elephants come to the house to mourn his passing. <p>Award 7–9 marks for answers which offer developed, supported comment; likely to make more subtle inference and/or explore eg</p> <ul style="list-style-type: none"> • The writer and her husband obviously love animals as they accepted the ‘rogue herd’ of elephants, despite their fears about not being ready or knowledgeable enough to cope with them. They seem to have learned quickly and are protective over the elephants, worrying about how they are when they are out on the reserve when the cyclone comes. They work with ‘tender determination and no shortage of madness’ which suggests they may have struggled at times but they were determined to make it all work. • Looking after elephants was terrifying at first, as the writer says her ‘heart froze’ when she first heard them. Yet over thirteen years they made the elephants almost like family. Lawrence had a very special relationship with Nana and seemed to be able to communicate with her. They told each other about their days and he showed resilience when he stayed near them ‘night after night’ trying to gain their trust. It is clear that he managed this as Nana reached out her trunk to him, when she could have chosen to hurt him. The fact that when he died something ‘stirred’ in the elephants hearts and brought them back to the reserve suggests they had an almost spiritual connection with him, which created a lot of emotion for the writer. 	

Section B

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 (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

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	Describe a time when you have overcome a challenge.	40
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Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated</p> <p>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 idea of challenge or challenging situations fully integrated descriptive detail compelling personal voice and/or skilful manipulation of reader's response sophisticated use of Standard English
<p>Band 5: assured</p> <p>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 challenge or challenging situations; uses structure to good effect begins to anticipate and address potential reader response assured use of Standard English
<p>Band 4: secure</p> <p>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 challenge or challenging situations 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</p> <p>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 idea of challenge or challenging situations deliberately uses details and language to describe challenge or challenging situation may begin to engage reader through simple use of rhetorical questions and direct address generally uses accurate Standard English
<p>Band 2: simple</p> <p>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 idea of challenge or challenging situations may occasionally use adjectives with some effect some sustained use of accurate Standard English
<p>Band 1: some attempt</p> <p>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 challenge or challenging situations may use simple descriptive words and phrases occasional use of accurate Standard English
<p>0 Marks</p>	<p>nothing worthy of credit</p>

7	‘Animals are our greatest allies’. Discuss.	40
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Generic Skills Descriptors	Specific Content
<p>Band 6: sophisticated</p> <p>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>Band 5: assured</p> <p>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>Band 4: secure</p> <p>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</p> <p>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>Band 2: simple</p> <p>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>Band 1: some attempt</p> <p>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 actions and/or words occasional use of accurate Standard English
<p>0 Marks</p>	<p>nothing worthy of credit</p>

Generic Skills Descriptors	Specific Content
<p>Band 3: some control</p> <p>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>Band 2: simple</p> <p>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>Band 1: some attempt</p> <p>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>

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>