

INTERNATIONAL GCSE ENGLISH LANGUAGE

9270/1

Paper 1 Literary Non-Fiction and Composition

Mark scheme

November 2023

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2 3 B 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 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	What do you learn about the landscape of Central Ethiopia?	5
	R1 R3 Marks are awarded for the appropriate selection of detail/method and consideration of it. Better responses are likely to explain. 0 marks: nothing relevant. Award 1–2 marks for answers which identify relevant isolated detail and/or make simple comment eg • It is dusty and dry. • There are mud shacks on the mountain. Award 3–5 marks for answers which offer a range of detail and/or begin to develop comment eg • In the rainy season there is a lot of water running over the landscape in 'turbulent rivers'. However, in summer it is hot, dry and dusty; the rivers dry up and there are 'black clouds of dust' in the air caused by mud dried by the sun. • The landscape in Central Ethiopia is very dry and arid, especially in the summer months. The mountains have no 'snow-covered' peaks like the Alps, and the area seems particularly inhospitable due to the extreme heat, which could 'turn everything to ash'. Amazingly, there are people living on the mountains in 'mud shacks' without any electricity or water.	

2	How does the writer use language to present the journey ahead of him?	8
	R1 R3 R4 Marks are awarded for the identification and appropriate consideration of detail and method. Better responses are likely to examine and explore language and effect. 0 marks: nothing relevant. Award 1–2 marks for answers which identify relevant isolated detail and/or simple comment; or assertion eg • The writer can only travel by truck, as buses and planes do not go there. • The journey will be dangerous, with the possibility of meeting ‘shifts’ on the road. Award 3–5 marks for answers which begin to develop comment on detail and/or language and/or effect eg • The writer has to travel in a truck, which is transporting ‘coffee and skins’ because buses and planes do not go to the places they are traveling to. He describes how the dust in the air is like a ‘hot mist’ and gets into every ‘crevice imaginable’, creating an incredibly uncomfortable image of the journey. • Travelling on the route the writer will take is particularly dangerous. The road itself is compared to a ‘narrow shelf’, suggesting it is precarious and trucks can easily fall over the edge. There are also ‘shifts’ who control the roads, meaning they are unsafe for the writer and they will have to be very careful. Award 6–8 marks for answers which examine, analyse and/or explore detail and/or language and/or effect eg • The writer creates the impression that the journey will be arduous and uncomfortable as he is travelling in a truck with ‘coffee and skins’ in an incredibly hot environment. The way he describes the dusty air as being like a ‘hot mist’ which covers you in a ‘thick, crusty armor of dirt’, conveys a stifling and inhospitable atmosphere; one which is almost suffocating and inescapable. • The journey the writer will take is incredibly dangerous. The road is a ‘narrow shelf’ which ‘runs along the edge of a precipice’, suggesting that they could come off the road at any moment. Not only this, there is also the danger of meeting a ‘shift’ which could leave your ‘life hang[ing] in the balance’ creating the impression that travel in Ethiopia is fraught with danger and a risk to life in many ways. The image of the ‘uninhabited and waterless expanse’ suggests to the reader how vulnerable travellers are as there is nothing for miles in this hostile environment.	

3	Examine the methods the writer uses to create a sense of tension.	9
	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 method and/or effect. 0 marks: nothing relevant. Award 1–3 marks for answers which identify relevant isolated detail and/or method and/or makes simple comment eg • The writer is in a ‘desolate’ place so no one can help him, which creates tension. • Sahlu’s face is ‘frozen’ because he is scared. Award 4–6 marks for answers which begin to develop comment on detail and/or method and/or effect eg • The writer creates tension for the reader in the way that he describes the area they are in and how they are apparently miles from anywhere. He describes how the area is ‘sparsely inhabited’ and uses the adjective ‘desolate’ to emphasise how there is no help near them, making them very vulnerable. • Inside the cab is described as ‘hot’ and ‘dark with dust’, which helps to build a tense and uncomfortable atmosphere. Additionally, Sahlu’s face is ‘frozen’ and has turned ‘ashen’, conveying how he suddenly becomes pale and still with fear, which suggests to the reader that he knows they are in danger. Award 7–9 marks for answers which examine, analyse and/or explore detail and/or method and/or effect eg • The writer highlights how vulnerable and alone they are, describing how the area they were in was ‘sparsely inhabited’ and ‘desolate’ compared to the city. This sense of vulnerability is developed when he states that there was ‘no one near them, no people, no movement of any kind’; using the repetition of ‘no’ emphasises how isolated and exposed they were. This feeling of being defenceless is then heightened by how the men appeared ‘suddenly’ on the highway in front of them, and ‘vanished’ just as mysteriously, shocking the reader as much as the writer himself. • Sensory language helps to create a sense of the tension and fear the writer experiences on this journey. The writer describes the silence and heat inside the cab and how it was ‘dark with dust’, creating a murky and stifling image for the reader. This sense of fear is intensified through the description of Sahlu, whose ‘face was frozen’ and how he was ‘holding the steering wheel stiffly’, conveying the idea he has become rigid with fear. Describing his face with adjectives such as ‘ashen’, ‘scared’ and ‘grim’ alludes to his sudden pale appearance, as if all colour has drained from his face and he is unable to move.	

4	What do you learn about the group of people the writer meets?	8
	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. 0 marks: nothing relevant. Award 1–2 marks for answers which identify relevant isolated detail; may include simple comment or assertion eg • The people are all poor. • The policeman wants to get away from the boys he calls thieves. Award 3–5 marks for answers which begin to use detail to support comment relating to what is learnt; may infer eg • The group of boys are ‘ragged and barefoot’ implying that they have very little and are unable to afford clothes or shoes. They seem quite calm and are more interested in the foreigners who have arrived, as opposed to wanting to rob them. • The way the policeman behaves suggests he is desperate and wants to escape his situation. His uniform is ripped and only has one button, meaning he might have been attacked by some of these boys and he wants the writer’s help. Award 6–8 marks for answers which offer developed, supported comment; likely to make more subtle inference and/or explore eg • Despite how the policeman introduces the group of ‘thieves’, they seem to be quite calm, and even humble. They look at the writer with ‘curiosity’, perhaps because they are not used to seeing foreigners in their small town. They are clearly living in poverty as they are described as ‘ragged and barefoot’, suggesting they do not have the basics and have perhaps turned to stealing. • The policeman seems particularly desperate and agitated when the writer arrives. His uniform is ‘torn’ and is fastened by ‘one remaining button’, suggesting that he has perhaps been attacked or that he does not have much authority regardless of his position. He seems agitated and despairing of his situation, pointing and labelling each of the others as ‘thieves’. Despite having only just met them, he seeks assistance and support from the writer and Sahlu, implying that he is desperate to escape from this town.	

5	What do you learn from the whole passage about travelling across Central Ethiopia?	10
	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. 0 marks: nothing relevant. Award 1–3 marks for answers which identify relevant isolated detail; may include simple comment or assertion eg • Buses and airplanes don't travel to some places. • The environment is uncomfortable and can be dangerous. Award 4–6 marks for answers which begin to use detail to support comment relating to what is learnt; may infer eg • Travelling in Central Ethiopia is not easy. The writer has to travel in a friend's truck as there are places where no buses or airplanes go. Additionally, travelling across the country is fraught with difficulties, such as the dry, dusty atmosphere, which is known to cause blindness for some truck drivers, as well as the risk of getting stuck in 'muddy quagmires' in the rainy season. • Central Ethiopia is a hot and sometimes inhospitable place to travel in. Not only is the environment dry, incredibly dusty and 'desolate' in places, there is also the risk of being robbed by 'shifts'. The fact that you are only allowed to 'travel by day' and will be 'made to turn back' if you won't have time to make it to safety, implies that certain times and areas are completely unsafe for anyone, let alone travellers who are unfamiliar with the roads. Award 7–10 marks for answers which offer developed, supported comment; likely to make more subtle inference and/or explore eg • Ethiopia is a country of contrasts. The writer describes the beauty of the garden in Addis Ababa with its 'hot-pink bougainvillea' and 'soft splashing fountain', along with the 'pale-green groves of eucalyptus' in the city; this is in stark contrast to the hot, dry and arid landscape he travels across. The heat makes it uncomfortable to travel here, with the inescapable dust which hangs like a 'hot mist' in the air, getting into every 'bodily cranny and crevice'. It seems almost unbearable even for the most seasoned traveller. Adding to this, transport is scarce and to get to these places the writer has to hitch a lift in an 'old' truck, which is likely to lack air conditioning or any elements of comfort. • Travelling in Central Ethiopia has many dangers and risks. The writer describes 'black clouds of dust' and scorching temperatures, which turn 'everything to ash', implying that the heat itself is a hazard. Furthermore, the roads are described as a 'narrow shelf' along the edge of a 'precipice several hundred meters deep', roads which become 'impassable' in the rainy season as they turn into 'muddy quagmires'. The writer suggests that there is no good time to travel in these areas, as there is always a risk whatever the season. On top of all this, there is also the 'shifts' and the chance of being robbed by them and left alone in the desert to die; all of which convey travelling in Ethiopia as only suitable to the most intrepid and robust traveller.	

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 (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 memorable journey.	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 idea of a memorable journey - fully integrated descriptive detail - compelling personal voice and/or skillful manipulation of reader's response - 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	- selectively and effectively uses a range of devices to describe a memorable journey; - uses structure to good effect - begins to anticipate and address potential reader response - 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	- clear selection of detail to enhance description of a memorable journey - 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
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	- some clear focus on idea of a memorable journey - deliberately uses details and language to describe feelings - may begin to engage reader through simple use of rhetorical questions and direct address - 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	- makes some linked points relevant to idea of a memorable journey - may occasionally use adjectives with some effect - 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	- makes some points relevant to a journey - may use simple descriptive words and phrases - occasional use of accurate Standard English
0 Marks	nothing worthy of credit

7	‘Travelling widens our understanding of the world.’ Discuss.	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 - reatively structured with sophisticated paragraphing for effect	- 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
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	- 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
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	- 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
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	- 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
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	- makes some linked points relevant to subject - may occasionally use discourse markers appropriately - 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	- makes some points relevant to subject - may link some ideas relevant to actions and/or words - occasional use of accurate Standard English
0 Marks	nothing worthy of credit

8	Write a story which starts with the words: ‘We set off at dawn...’.	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	- 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
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	- 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
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	- 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

Generic Skills Descriptors	Specific Content
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	- 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
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	- 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
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	- makes some points relevant to a story - may use simple narrative techniques eg the use of 'then' - occasional use of accurate Standard English
0 Marks	nothing worthy of credit

W4 (questions 6, 7 and 8): 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.