

INTERNATIONAL GCSE ENGLISH LANGUAGE

9270/1

Paper 1 Literary Non-Fiction and Composition

Mark scheme

June 2024

Version: 1.0 Final



2 4 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 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 research project that the writer and his partner, Delia, are doing in lines 01 to 14?	5
	R1 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 and/or make simple comment; or assertion eg • They want to get more money for the project. • It is going to be difficult to find the lions. Award 3–5 marks for answers which offer a range of detail and/or begin to develop comment; may infer eg • The research project involves locating lions and hyenas in order to put tracking collars on them so that they are able to track their movements across 'thousands of square miles of Kalahari wilderness'. It is a conservation project and they need to be successful in order to maintain financing from their investors. • The project is not an easy one. Not only do they have to locate the lions and hyenas in the vast Kalahari, they also need to 'immobilize and radio-collar' them, which would be difficult in itself, as these are predatory wild animals. The area is 'remote' which would mean they have huge areas to cover in order to spot these animals when they are out in the open areas.	

2	Explain the benefits and difficulties of using the plane.	7
	R1 R2 R3 Marks are awarded for the identification and appropriate consideration of detail. Better responses are likely to explain and/or infer. Candidates may refer to benefits and/or difficulties; however, better responses are likely to refer to both. 0 marks: nothing relevant Award 1–2 marks for answers which identify relevant isolated detail and/or simple comment; or assertion eg • The plane means they can see more than ‘a few square miles of grassy plains’. • There are a lot of things that go wrong with the plane. Award 3–4 marks for answers which offer a range of detail and/or begin to develop comment eg • The plane allows them to be able to see much further and cover more miles than they did in their Land Cruiser. However, the area they are in is ‘featureless’ and their compass does not work properly, so they sometimes find themselves lost or off course in the plane. • It is very hot and dry in the Kalahari, which affects the plane. Despite the fact the writer suggests it allows them to cover a wider area, the plane keeps breaking down and at one point he has to ‘start the plane by hand’, which must be difficult and may make him feel he cannot rely on its engines. Award 5–7 marks for answers which collate and use a range of relevant detail; may infer eg • Despite the fact the plane allows them to have a bird’s eye view of the Kalahari, allowing them to see further and cover more ground, it is fraught with issues. The compass does not work properly, so they ended up ‘forty miles east’ of where they wanted to be on one trip. Additionally, the land is ‘featureless’ and appears to change constantly, so it makes it hard for them to navigate using landmarks. • The writer tells us that the plane ‘did not like life in the bush’ and for a time they were flying it without a radio. They carry ‘food and survival gear’ on longer journeys, perhaps in case they find themselves lost or stranded due to the fact they cannot use the compass and radio. It is clear the plane actually brings more worries than benefits, as the writer tells us that he was ‘irritable much of the time’, possibly due to the constant fear of the plane breaking down, crashing or getting lost.	

3	Explain the challenges the writer and Delia face in lines 40 to 61.	8
	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 1–2 marks for answers which identify relevant isolated detail and/or make simple comment eg • ‘Delia was off course’ so the writer had to help her. • When on the ground, Delia is in danger from the lions. Award 3-5 marks for answers which offer a range of detail and/or begin to develop comment eg • After marking the spot with ‘toilet paper’, Delia goes in the truck while the writer flies. It is the ‘first time she had driven into the Kalahari alone’, which would make both of them very nervous. On the ground it is harder for Delia to navigate and she is ‘off course’, so the writer has to fly low to guide her back in the right direction. • Delia faces the challenge of finding her way back to the marked area. She then has to prepare the landing area for the plane on her own so that the writer is able to land without damaging the plane. The greatest challenge though is the lions, who approach Delia when she is busy, leaving her in a very dangerous position as there is no one else to help her. Award 6-8 marks for answers which collate and use a range of relevant detail; may infer eg • There are a few challenges that the writer and Delia face here. They have to mark the location where they saw the lions using ‘toilet paper’ thrown into a tree and then they have to split up, leaving Delia to travel alone in the truck for the first time. When she travels off course, the writer has to try and communicate this to her by flying the plane low and guiding her back on course. Delia is obviously not experienced, so being alone on the ground would indeed be challenging. • After Delia arrives at the location of the lions, she has to prepare the area for the plane to land by ‘filling in holes and knocking down the worst lumps of clay’. This is challenging as she is working alone and is unable to keep an eye on the lions, which ultimately results in them approaching her without her realising. Delia is vulnerable as she is alone and isolated without anyone close by to help her. The lions are wild and are probably not used to humans, so they are unpredictable and dangerous, especially for someone on their own.	

4	Examine the methods the writer uses to create tension.	10
	R1 R4 Marks are awarded for the identification and appropriate consideration of detail and method. Better responses are likely to examine and explore method and effect. 0 marks: nothing relevant Award 1–3 marks for answers which identify relevant isolated detail and/or method and/or offer simple comment eg • The writer uses a simile to compare the lions to ‘radar’ tracking Delia. • Delia ‘screamed’ which shows she is scared. Award 4–6 marks for answers which begin to develop comment on detail and/or method and/or effect eg • The way the writer describes the lions’ behaviour builds a feeling of fear and tension for the reader. He describes how the lions are ‘watching her every move’ and how they ‘tracked her like radar’, conveying the idea to the reader that they are locked on her and are ready to attack. • Tension is created by contrasting the way the lions behave in comparison to Delia. The lions are described as ‘pressing forward’ with purpose and are intently ‘watching the primate that stood before them’. Whereas Delia ‘stomped’, ‘yelled’ and ‘slammed the spade on the ground’, conveying much more dramatic movement and sound to try and warn the lions off. Award 7–10 marks for answers which examine, analyse and/or explore detail and/or method and/or effect eg • The lions are described as moving carefully and ‘staring intently’ watching Delia’s ‘every move’, creating the idea that she is a target and they are focused on her. Furthermore, the writer says they ‘tracked her like radar’, giving the lions’ behaviour an almost mechanical coldness, conveying Delia’s vulnerability to the reader and developing tension, as the reader can see they are not retreating but are ‘pressing forward’. • The writer contrasts the behaviour of the calm and focused lions with Delia’s almost erratic movements and sounds. The lions walk ‘deliberately’ and ‘slowly’ sit, whereas Delia ‘stomped’, ‘yelled’ and ‘slammed the spade on the ground’. These verbs all suggest Delia’s desperation to make herself larger and try to scare the lions away. They begin to mirror her movements – when ‘Delia stood still. The lioness sat down’. The writer perhaps links these two females together to enhance the feeling of confrontation, where neither is prepared to back down.	

5	What do you learn from the whole passage about the writer and Delia's situation?	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 • They are trying to track lions and hyenas in the Kalahari. • They only have 'Mox' with them so are mostly on their own. Award 4–6 marks for answers which begin to use detail to support comment relating to what is learnt; may infer eg • It seems like the writer and Delia are perhaps not very experienced at first. He states that they 'had no idea how long it would take [...] to collar the lions' and that they were worried they may not get more financing if they failed. However, they appear determined and work together to do the task, putting up with failing planes and the difficulties of navigating through the Kalahari. • The situation they are in is not easy and they have to learn to prepare for the worst. The writer mentions they only have 'Mox with whom [they] could leave a flight plan', so they are relying mostly on each other. We are told Delia has not driven alone until now, suggesting they are learning as they go and both show resilience, despite the challenges they are facing. Award 7–10 marks for answers which offer developed, supported comment; likely to make more subtle inference and/or explore eg • The writer and Delia may not be very experienced, but they work hard and seem to be learning as they go; the writer learns to fly the plane and manages to deal with the problems he faces, for example he learns to run the wheels 'lightly over the ground – "feeling" the surface' to make sure it is hole free before he lands. They are obviously also worried about not getting more financial support from investors, so feel the pressure to get the job done right, otherwise it will not continue for them. • Being in the Kalahari provides many difficulties for the writer and Delia and they have to learn to prepare for all eventualities. They pack 'survival gear' in the plane when they fly far from their camp, showing they are aware of the possibility that they might become lost. They only have their assistant, Mox, to leave a flight plan with, implying that they do not have a close support network where they are and have very few people they can rely on. The writer also mentions that it is the first time Delia has driven alone until now; yet she deals with the situation with the lions bravely and shows an awareness of their behaviour, suggesting to the reader that she is resilient and able to act on her own instincts.	

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 challenging environment.	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 challenging environment - 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 challenging environment - 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 challenging environment - 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 challenging environment - 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 challenging environment - 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 an environment - may use simple descriptive words and phrases - occasional use of accurate Standard English
0 Marks	nothing worthy of credit

7	'It is everyone's responsibility to look after the planet and its wildlife.' 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 - creatively 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 with the title: ‘The Encounter’.	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.