

## Paper 1 Mark scheme

The table below shows the number of raw marks allocated for each question in this mark scheme.

Component	Assessment Objectives						Total marks
	A01	A02	A03	A04	A05	A06	
Component 1 – Fiction and Imaginative Writing							
Question 1	1						1
Question 2	2						2
Question 3		6					6
Question 4				15			15
Question 5 or 6					24	16	40

### Section A – Reading

Question Number	<b>AO1: Identify and interpret explicit and implicit information and ideas</b>	Mark
<b>1</b>	Accept <b>one</b> of the following: <ul style="list-style-type: none"> <li>• '[it will] turn white'</li> <li>• '[and then] emit golden flashes'</li> <li>• 'the rose-colour fades'</li> </ul>	<b>(1)</b>

Question Number	<b>AO1: Identify and interpret explicit and implicit information and ideas</b>	Mark
<b>2</b>	Accept any reasonable answer based on lines 1-10, up to a maximum of 2 marks. <p><b>Quotations and candidate's own words are acceptable.</b></p> For example: <ul style="list-style-type: none"> <li>• although Cornelius is anxious 'sleep weighted upon his eyelids'</li> <li>• Cornelius has to throw off tiredness with almost super-human energy/'he threw off drowsiness with more than human energy'</li> <li>• sleep is described as stealing his senses/'again and again it stole away his senses'</li> <li>• he is described as talking in a quiet and indistinct way: 'murmured'/ he almost falls asleep talking as the narrator says the last words were muttered 'in sleep'.</li> </ul>	<b>(2)</b>

In responses to the question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence analysing both language and structure to reward responses. **Responses that are unbalanced cannot access Level 2 or above, where analysis of both language and structure is required.**

Question Number	Indicative content
3	<p>Reward responses that explain how the writer uses language and structure to show the narrator's feelings about Bertha in lines 14-25.</p> <p>Responses may include the following points about the <b>language</b> of the text:</p> <ul style="list-style-type: none"> <li>• the narrator uses hyperbole and repetition to heighten his sense of loss: 'a thousand charming scenes never to be renewed – never!'</li> <li>• he uses metaphor: 'Serpents and adders were in my heart' shows how negative his thoughts are about Bertha and her deceit</li> <li>• he uses critical language and negative adjectives to show his sense of hatred towards her: 'False girl! – false and cruel!'; 'Worthless, detested'</li> <li>• the description of how he seeks his 'vengeance' by wishing Albert would die or 'expire at her feet' shows his anger and extreme abhorrence at Bertha's relationship with Albert</li> <li>• the description of Bertha's contemptuousness and power over him illustrates his misery: 'she knew my wretchedness'; 'exciting my hate' (juxtaposition)</li> <li>• the narrator feels 'rejected love' for Bertha but has to ignore his feelings of love and wishes to appear 'indifferent' to cope with her rejection: 'regard her with careless eyes ... that were indeed a victory!'</li> <li>• the metaphor of battle is used to apply to his emotions to succumb to a 'victory' and 'triumph'</li> <li>• the use of questions to show his torment – 'Yet what power had she?' and exclamation marks throughout to show his anger and despair</li> <li>• the use of the personal pronoun 'she' rather than using her name shows his disdain and disgust for Bertha.</li> </ul> <p>Responses may include the following points about the <b>structure</b> of the text:</p> <ul style="list-style-type: none"> <li>• the narrator uses repetition to show his despair and anger: 'Never'; 'False'</li> <li>• the section is structured to show the narrator's range of feelings for Bertha</li> <li>• the use of connectives shows how the narrator's torment is emphasised: 'Serpents and adders'; 'false and cruel'; 'disdain and triumph'</li> <li>• the section is structured as all one paragraph which shows the pace of events as his torment unfolds</li> </ul>

		<ul style="list-style-type: none"> <li>a variety of sentence types including rhetorical questions, exclamations, short sentences and the use of pauses in the form of dashes to show his spontaneous thinking.</li> </ul> <p style="text-align: right;"><b>(6 marks)</b></p>
Level	Mark	<b>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</b>
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.</li> <li>The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 1 if only language OR structure has been considered.</b></p>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is discriminating and clarifies the points being made.</li> </ul>

Question Number	Indicative content
4	<p>Reward responses that evaluate how successfully the purpose of conveying the importance of concentration is achieved.</p> <p><b>References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the opening idea of tiredness is introduced and developed as Cornelius has watched for three days and nights, showing a sense of exhaustion through concentrating on the liquid</li> <li>• the narrator's clear explanation of Cornelius's determination to carry out the task further suggests he has to use super-human strength to see the experiment through: 'threw off drowsiness with more than human energy'</li> <li>• the writer shows the idea of self-determination; despite his exhaustion, Cornelius has to convince himself that it is vital he concentrates on monitoring the liquid</li> <li>• Cornelius shows how important it is to concentrate; he has to trust the narrator as he cannot concentrate any further: but he explains that the narrator has to concentrate and wake him up when the liquid changes colour</li> <li>• Cornelius gives a detailed explanation of changes in the liquid to show how critical precise timing is</li> <li>• the philosopher is so focussed that he is unable to stop concentrating: even in sleep he gives the narrator further advice: 'do not touch the vessel', 'beware to drink!'</li> <li>• the structure shows the consequences of failing to concentrate. The narrator takes the task on, briefly concentrating for 'a few minutes' before his 'thoughts wandered' to Bertha which shows the conflict between his job and his feelings for her</li> <li>• the language used shows that failure to concentrate can have destructive consequences: 'destroyed the labour of my life'</li> <li>• structure is used effectively to contrast the theme of concentration on doing something (observing) and thinking about something (Bertha) and the effect of this contrast</li> <li>• the theme of the extract is explored very successfully as the reader is shown that concentration means different things</li> <li>• the narrator's concentration is brought swiftly back following 'A bright flash', but instead of awakening Cornelius he concentrates on his own thoughts and feelings and decides to drink the liquid.</li> </ul> <p style="text-align: right;"><b>(15 marks)</b></p>

Level	Mark	<b>AO4: Evaluate texts critically and support this with appropriate textual references</b>
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• Description of ideas, events, themes or settings.</li> <li>• Limited assertions are offered about the text.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• Comment on ideas, events, themes or settings.</li> <li>• Straightforward opinions with limited judgements are offered about the text.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>• Explanation of ideas, events, themes or settings.</li> <li>• Informed judgement is offered about the text.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>• Analysis of ideas, events, themes or settings.</li> <li>• Well-informed and developed critical judgement is offered about the text.</li> <li>• The selection of references is appropriate, detailed and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>• Evaluation of ideas, events, themes or settings.</li> <li>• There is a sustained and detached critical overview and judgement about the text.</li> <li>• The selection of references is apt and discriminating and is persuasive in clarifying the points being made.</li> </ul>

## Section B – Imaginative Writing

**Refer to the writing assessment grids at the end of this section when marking Question 5 and Question 6.**

Question Number	Indicative content
<b>*5</b>	<p><b>Purpose:</b> to write a real or imagined piece about a time a person had to work hard on something. This may involve a range of approaches, including: description, anecdote, speech, narrative, literary techniques.</p> <p><b>Audience:</b> the writing is for a general readership. Candidates can choose to write for an adult audience or an audience of young people.</p> <p><b>Form:</b> the response may be narrative, descriptive or a monologue. There should be clear organisation and structure with an introduction, development of points and a conclusion. Some candidates may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach. Candidates may introduce some literary elements.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• use the images to inspire writing: a project for school, homework, a practical task like making something, working hard on a physical activity or working together as a team</li> <li>• give reasons why it was hard work and the impact on the person doing the work and others: what was achieved as a result of the hard work</li> <li>• use appropriate techniques for creative writing: vocabulary, imagery, language techniques</li> <li>• use a voice that attempts to make the piece interesting and believable to the chosen audience</li> <li>• demonstrate particular understanding of the form used</li> <li>• be written in a register and style appropriate for the chosen form, which may include colloquial elements, dialogue within description or narrative, a sustained single voice in monologue.</li> </ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>

Question Number	Indicative content
<b>*6</b>	<p><b>Purpose:</b> to write a real or imagined piece about doing something without thinking it through. This may involve a range of approaches, including: description, anecdote, speech, literary techniques.</p> <p><b>Audience:</b> the writing is for a general readership. Candidates can choose to write for an adult audience or an audience of young people.</p> <p><b>Form:</b> the response may be narrative, descriptive or a monologue. There should be clear organisation and structure with an introduction, development of points and a conclusion. Some candidates may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach. Candidates may introduce some literary elements.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• use an example of doing something without thinking it through: this could be physical (an extreme sport or activity, an adventure, an expedition) or emotional (telling someone something, hiding something)</li> <li>• give reasons why the writer did it and whether the experience was positive or negative</li> <li>• talk about the impact the experience had on the writer and/or others</li> <li>• use appropriate techniques for creative writing: vocabulary, imagery, language techniques</li> <li>• use a voice that attempts to make the piece interesting and believable to the chosen audience</li> <li>• demonstrate particular understanding of the form used</li> <li>• be written in a register and style appropriate for the chosen form, which may include colloquial elements, dialogue within description or narrative, a sustained single voice in monologue.</li> </ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>



### Writing assessment grids for Question 5 and Question 6

<b>A05:</b> <ul style="list-style-type: none"> <li>• <b>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</b></li> <li>• <b>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</b></li> </ul>		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>• Provides no rewardable material.</li> </ul>
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Offers a basic response, with audience and/or purpose not fully established.</li> <li>• Expresses information and ideas, with limited use of structural and grammatical features.</li> </ul>
<b>Level 2</b>	5–9	<ul style="list-style-type: none"> <li>• Shows an awareness of audience and purpose, with straightforward use of tone, style and register.</li> <li>• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> </ul>
<b>Level 3</b>	10–14	<ul style="list-style-type: none"> <li>• Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register.</li> <li>• Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.</li> </ul>
<b>Level 4</b>	15–19	<ul style="list-style-type: none"> <li>• Organises material for particular effect, with effective use of tone, style and register.</li> <li>• Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> </ul>
<b>Level 5</b>	20–24	<ul style="list-style-type: none"> <li>• Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register.</li> <li>• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> </ul>

<b>A06: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</b>		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>Provides no rewardable material.</li> </ul>
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>Uses basic vocabulary, often misspelled.</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>Uses a varied vocabulary and spells words containing irregular patterns correctly.</li> <li>Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect.</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>Uses a wide, selective vocabulary with only occasional spelling errors.</li> <li>Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</li> </ul>
<b>Level 5</b>	13-16	<ul style="list-style-type: none"> <li>Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>