



Mark Scheme

Sample assessment materials
for first teaching September
2016

International GCSE in
English Language A

Paper 1: Non-fiction Texts and
Transactional Writing

SECTION A: Reading

Question number	Answer	Mark
1	<p>AO1</p> <p>Accept any of the following, up to a maximum of two marks, for example:</p> <ul style="list-style-type: none"> • small group (1) • hearty (1) • two men (1) • two women (1) • in late middle age (1) • in (enviously) good condition (1) • hilarious/mirthfully (1). 	(2)

Question number	Answer	Mark
2	<p>AO1</p> <p>Accept any reasonable interpretation of the writer's thoughts and feelings before he embarks on the swim, in own words, up to a maximum of four marks, for example:</p> <ul style="list-style-type: none"> • nervous (1) • apprehensive (feels like his young son does before speaking at assembly) (1) • unprepared (1) • feels it is all happening very quickly (1) • intimidated/impressed by professionalism of other swimmers (1) • inexperienced (1) • wants to get it over with (<i>Macbeth</i> reference) (1) • determined (1). 	(4)

Question number	Answer	Mark
3	<p>AO1</p> <p>Accept any reasonable description of the dangers and difficulties of the swim, up to a maximum of five marks, for example:</p> <p>Dangers:</p> <ul style="list-style-type: none"> • 'sea urchins' (1) • swimming away from the shore/'going too far out' (1) • breathing too quickly/'hyperventilation' (1) • the shock to the system of extreme temperatures (1) • drowning through inhaling water due to shock <p>Difficulties:</p> <ul style="list-style-type: none"> • pain/agonies/'searing pain of the icy hit' (1) • dealing with extreme cold water (1) • struggling to get whole body into the water (1) • loss of physical control/'several involuntary spasms' (1) • the problem of staying in the water long enough (1) • adjusting to temperature but not too much (1). 	(5)

Question number	Indicative content
4	<p>AO2 (12 marks)</p> <p>Reward responses that explain how the writer uses language and structure to create suspense and tension.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the passage starts with the suggestion of security that he has done this before: 'another drop-off' • the use of measurement creates tension as it shows the expanse the writer is climbing in: 'eleven or twelve feet high, a foot higher and of a different geometry than the overhang I descended ten minutes ago' • the use of the adjective 'claustrophobic' creates a feeling of pressure and anxiety • large space and small space are contrasted, which creates a feeling of being closed in, for example 'here the slot narrows', 'narrow passages like this one' • the phrase 'It supports me but teeters slightly' foreshadows that something ominous is going to happen • references to time show the speed of events and create suspense: 'The next three seconds play out at a tenth of their normal speed' • use of emotive language conveys the writer's feelings and physical pain: 'the rock slides another foot down the wall with my arm in tow, tearing the skin off the lateral side of my forearm', 'I'm frantic, and I cry out ... my desperate brain... ' • religious language is used to express extreme emotion: 'Good God, my hand' • use of punctuation shows tension as time slows down his reactions: 'In slow motion: the rock smashes... My disbelief paralyses me temporarily as I stare at the sight of my arm vanishing into an implausibly small gap' • the extract starts with confidence that Ralston knows what he is doing (the second paragraph shows words like 'controlling', 'solid'), but in the fifth paragraph he ends with a sentence beginning with 'My only hope', showing the building of suspense • the use of short sentences emphasises the stressful situation and the physical pain: 'Then silence', 'Nothing.' • lists are used to show how much action is happening: 'the rock smashes my left hand against the south wall; my eyes register the collision, and I yank my left arm back as the rock ricochets;... at the wrist, palm in, thumb up, fingers extended' • the use of the analogy where the 'adrenaline-stoked mom lifts an overturned car to free her baby' shows the link to his desperate situation • alliteration creates emphasis on tension and reaction, for example 'grimace and growl', 'full flood' • there is an uncertain conclusion to the passage, leaving the reader wondering what will happen next: "'Come on...move!' Nothing.'

Level	Mark	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Basic identification and little understanding of the language and/or structure used by writers to achieve effects. • The use of references is limited.
Level 2	3–4	<ul style="list-style-type: none"> • Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary. • The selection of references is valid, but not developed.
Level 3	5–7	<ul style="list-style-type: none"> • Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure. • The selection of references is appropriate and relevant to the points being made.
Level 4	8–10	<ul style="list-style-type: none"> • Thorough understanding and exploration of language and structure and how these are used to achieve effects, including use of vocabulary, sentence structures and other language features. • The selection of references is detailed, appropriate and fully supports the points being made.
Level 5	11–12	<ul style="list-style-type: none"> • Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features. • The selection of references is discriminating and clarifies the points being made.

Question number	Indicative content
5	<p>A03 (22 marks)</p> <p>Reward responses that compare how the writers present their ideas about their experiences.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • both texts describe a dangerous experience but Text 2 describes things going wrong whereas all goes well in Text 1 • both texts are written in the first person but Text 1 includes the different perspective of the ice swimmers • both texts are written by someone who has chosen to venture into a potentially dangerous situation • Text 1 is written by someone who is a novice whereas Text 2 is written by someone with experience • both texts use some emotive language but this is more developed and extensive in Text 2 with its focus on pain and fear • Text 1 uses a lexicon of military language to describe the experience and there is a brief reference to <i>Macbeth</i>: 'twere well it were done quickly'. Text 2 uses a recurrent metaphor of fire to describe the pain • Text 1 includes some instances of humour and has a light-hearted tone whereas Text 2 is much more serious • Text 1 has some positive elements but Text 2 does not • in Text 2 there is a sense of isolation whereas in Text 1 the writer is not alone; Text 1 uses first and second person pronouns whereas Text 2 uses first person • Text 2 begins <i>in media res</i> but Text 1 gradually introduces the situation • Text 1 reaches a safe conclusion whereas Text 2 leaves the reader unsure as to what may happen • Text 1 has a calmer tone; Text 2 has a calm tone in the opening but builds up a sense of panic • both texts use punctuation for effect • Text 1 gives some explanation of why people choose to place themselves in a potentially dangerous situation • both texts give some description of the landscape • in Text 1 the writer says he is not as prepared as the more experienced ice swimmers, whereas the writer in Text 2 is more prepared: Ralston checks the route before starting down • both focus on time: Text 1 'happens in a blur' and talks about the safe time to be in the water and Ralston talks of how time seems to change as the accident happens: 'Time dilates, as if I'm dreaming' • both texts have some element of measurement to emphasise danger - Text 1 in the temperature and Text 2 in the distance and expanse of space.

Level	Mark	AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> The response does not compare the texts. Description of writers' ideas and perspectives, including theme, language and/or structure. The use of references is limited.
Level 2	5–8	<ul style="list-style-type: none"> The response considers obvious comparisons between the texts. Comment on writers' ideas and perspectives, including theme, language and/or structure. The selection of references is valid, but not developed. <p>NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2</p>
Level 3	9–13	<ul style="list-style-type: none"> The response considers a range of comparisons between the texts. Explanation of writers' ideas and perspectives, including theme, language and/or structure. The selection of references is appropriate and relevant to the points being made.
Level 4	14–18	<ul style="list-style-type: none"> The response considers a wide range of comparisons between the texts. Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. References are balanced across both texts and fully support the points being made.
Level 5	19–22	<ul style="list-style-type: none"> The response considers a varied and comprehensive range of comparisons between the texts. Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. References are balanced across both texts; they are discriminating and fully support the points being made.

SECTION B: Transactional Writing

Refer to the writing assessment grids at the end of this section when marking questions 6 and 7.

Question number	Indicative content
6	<p>A04 (27 marks), A05 (18 marks)</p> <p>Purpose: to write a magazine article – informative and persuasive.</p> <p>Audience: magazine readers. Candidates may choose which magazine they are writing for and some may adopt a more informal style. The focus is on communicating ideas about real versus virtual travel. This may involve a range of approaches.</p> <p>Form: candidates may use some stylistic conventions of an article such as heading, sub-heading or occasional use of bullet points. Candidates do not have to include features of layout like columns or pictures. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • comment on the various advantages of travel, such as: broadens the mind; makes people aware of other cultures, landscapes, climates; to maintain family ties; may increase independence, understanding, tolerance; some countries rely on money brought in by tourism • explain disadvantages of travel, such as: cost; pollution; increase in carbon footprint; disturbance to/destruction of natural habitats; discomfort; language difficulties • comment on the advantages of learning about different places on television and the internet, such as: can watch in comfort; can learn about remote places that would not be possible to visit; causes no environmental damage; can develop an extensive knowledge; instant access; cheap • explain the disadvantages of virtual travel, such as: lack of personal experience and ability to make own judgements; dull and unadventurous; no real sense of the wider world. <p><i>The best-fit approach</i> An answer may not always satisfy every one of the assessment criteria for a particular level in order to receive a mark within that level range, since on individual criteria the answer may meet the descriptor for a higher or lower mark range. The best-fit approach should be used to determine the mark which corresponds most closely to the overall quality of the response.</p>

Question number	Indicative content
7	<p>A04 (27 marks), A05 (18 marks)</p> <p>Purpose: to give a speech – informative and persuasive.</p> <p>Audience: general (young people or adults) or specific (students and teachers). The focus is on communicating ideas about the importance of physical education in schools and colleges and who has responsibility for a young person’s physical fitness. There should be an attempt to engage and influence the chosen audience.</p> <p>Form: the response should be set out effectively as a speech with a clear introduction, development of points and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • agree with the statement and explain the importance of physical education; consider that not all students have the opportunity outside of school to play a sport or join a gym, for example • consider whether more time could be made available for physical education: extra-curricular activities, time taken from other subjects, extending the school/college day • disagree with the statement and give reasons why, for example physical fitness should be a personal issue; academic subjects should take priority; school/college days are long enough already. <p><i>The best-fit approach</i></p> <p>An answer may not always satisfy every one of the assessment criteria for a particular level in order to receive a mark within that level range, since on individual criteria the answer may meet the descriptor for a higher or lower mark range. The best-fit approach should be used to determine the mark which corresponds most closely to the overall quality of the response.</p>

Writing assessment grids for Questions 6 and 7

Level	Mark	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> • Communication is at a basic level, and limited in clarity. • Little awareness is shown of the purpose of the writing and the intended reader. • Little awareness of form, tone and register.
Level 2	6–11	<ul style="list-style-type: none"> • Communicates in a broadly appropriate way. • Shows some grasp of the purpose and of the expectations/requirements of the intended reader. • Straightforward use of form, tone and register.
Level 3	12–17	<ul style="list-style-type: none"> • Communicates clearly. • Shows a clear sense of purpose and understanding of the expectations/requirements of the intended reader. • Appropriate use of form, tone and register.
Level 4	18–22	<ul style="list-style-type: none"> • Communicates successfully. • A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown. • Effective use of form, tone and register.
Level 5	23–27	<ul style="list-style-type: none"> • Communication is perceptive and subtle. • Task is sharply focused on purpose and the expectations/requirements of the intended reader. • Sophisticated use of form, tone and register.

Level	Mark	A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Expresses information and ideas, with limited use of structural and grammatical features. Uses basic vocabulary, often misspelt. Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	4–7	<ul style="list-style-type: none"> Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. Writes with some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.
Level 3	8–11	<ul style="list-style-type: none"> Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear. Uses a varied vocabulary and spells words containing irregular patterns correctly. Uses accurate and varied punctuation, adapting sentence structure as appropriate.
Level 4	12–15	<ul style="list-style-type: none"> Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text. Uses a wide, selective vocabulary with only occasional spelling errors. Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.
Level 5	16–18	<ul style="list-style-type: none"> Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.