GCSE
ENGLISH LANGUAGE
8700/1

Paper 1 Explorations in creative reading and writing

Mark scheme

June 2021

Version: 1.0 Final



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 a Senior 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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Introduction

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Level of response marking instructions

Level of response mark schemes for GCSE English Language are broken down into four levels (where appropriate). In the first column each level is identified with one or two key words that represent the differences in the skills then described. These key words show the progression from Level 1 to 4 and are:

Level 4	Perceptive, detailed
Level 3	Clear, relevant
Level 2	Some, attempts
Level 1	Simple, limited.

This is followed in the second column by a description of the different qualities required in the student's answer for that level. These are called the skills descriptors. In order to reach a given level, a student must fulfil one or more of the skills descriptors for that level.

The third column of the mark scheme is the Indicative Standard. This is an important feature of the mark scheme for GCSE English Language. It provides exemplification of the skills descriptors at each level and offers a small number of different comments at the required standard to give an indication of the quality of response that is typical for that level. It shows the progression from Level 1 to 4.

The Indicative Standard is not intended to be a model answer nor a complete response, and it does not exemplify required content. Students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do not have to meet all the skill descriptors at that level.

The standardising scripts will further exemplify each of the levels. You must refer to the standardising material **throughout your marking**.

Step 1 Annotate the response

When marking a response you should first read through the student's answer and annotate each section using the comments from the statement bank to show the qualities that are being demonstrated, as instructed during standardising. You can then award a level and a mark.

Step 2 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 descriptors for that level. The descriptors for the level indicate 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.

The Indicative Standard column in the mark scheme will help you determine the correct level. Remember, students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do **not** have to meet all the skill descriptors at that level. It

is not the number of references, but the quality of the comments that will determine the level. The annotation you added to the script at Step 1 will help you determine the correct level.

Step 3 Determine a mark

Once you have assigned a level you need to decide on the mark. This requires you to fine tune within the level to see how well each of the skills descriptors for that level has been met. A student only has to meet a skills descriptor at a given level **once** to be awarded that level. Since responses rarely match a level in all respects, you need to balance out the range of skills achieved and allow strong performance in some aspects to compensate for other skills that may be only partially fulfilled. Again, the annotation added at Step 1 will help you determine the mark.

Reference to the standardising scripts throughout the marking period is essential. This will help you apply the level descriptors accurately and consistently. There will usually 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.

An answer which contains nothing of relevance to the question must be awarded no marks.

Advice

In fairness to students, all examiners must use the same marking methods. The following advice may seem obvious, but all examiners must follow it closely.

1. Refer constantly to the mark scheme and standardising scripts throughout the marking period.

2. Always credit accurate, relevant and appropriate responses that are not necessarily covered by the mark scheme or the standardising scripts.

3. Use the full range of marks. Do not hesitate to give full marks if the response merits it.

4. Remember the key to accurate and fair marking is consistency.

5. If you have any doubt about how to allocate marks to a response, consult your Team Leader.

SECTION A: READING – Assessment Objectives

AO1	• Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.
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.
AO3	• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	• Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Assessment Objective	Section A
AO1	✓
AO2	✓
AO3	**N/A**
AO4	✓
	Section B
AO5	✓
AO6	✓

0 1 Read again the first part of the source, from **lines 1 to 4**.

List **four** things about Master from this part of the source.

[4 marks]

Give 1 mark for each point about Master:

- Responses must be drawn only from lines 1-4
- Responses must relate to Master
- Responses must show some evidence of selection
- Responses can be quotations or paraphrase
- Responses can be a single word; full sentences are not required

Indicative content Students may include:
• He is academic • He reads • He has travelled • He has been away for years/a long time • He has travelled/been overseas/abroad • He was a little odd/unusual • He has a lot of ideas • He talked to himself in his office • He did not notice others sometimes • He did not always say hello/respond to people talking to him • He responded to people sometimes • He eats meat every day • He is a nice man • He is a decent man • He is a little crazy/ he is crazy • He is hairy • He is good • He is a good man • He likes/loves reading
Reject • He is weird • He is rude/unwelcoming • He likes travelling
Or any other valid responses that you are able to verify by checking the source
Ask yourself the following questions: • Does it tell you something about Master? • Is it from the correct section of the text ? • Is it true/accurate? • If you precede the response with 'Master is..' or 'Master has…' **does it make sense**?

0 2 Look in detail at this extract, from **lines 5 to 15** of the source:

(Extract in question paper)

How does the writer use language here to describe Ugwu's impression of the city?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

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		
This question assesses Language ie: Words/Phrases/Language Features/Language Techniques/Sentence Forms		
Level	**Skills Descriptors**	**Indicative Standard** This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Perceptive, detailed analysis 7–8 marks	Shows perceptive and / or detailed understanding of language: • Analyses the effects of the writer's choices of language • Selects a range of judicious textual detail • Makes sophisticated and accurate use of subject terminology	The phrase 'too choked with expectation' uses the abstract noun 'expectation' to symbolise all the excitement of the city and his new life there, as if it were food he can barely swallow. The prospect is almost 'too' overwhelming, 'too' thrilling. The suggestion of food could link back to eating 'meat' in the previous sentence, suggesting that Ugwu cannot literally or metaphorically absorb the rich food or new experiences on offer in the city, which emphasises, by comparison, the poverty of his own life up until now.
Level 3 Clear, relevant explanation 5–6 marks	Shows clear understanding of language: • Explains clearly the effects of the writer's choices of language • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology	The writer uses the phrase 'choked with expectation' to describe how Ugwu is overwhelmed by his impressions of the city. The writer uses this metaphor to compare his expectation of what might happen next, to food, and describes how Ugwu finds it hard to swallow, because it is so different to what he is used to. The word "choked" suggests that it restricts his breath.

Level 2 Some understanding and comment 3–4 marks	Shows some understanding of language: • Attempts to comment on the effect of language • Selects some appropriate textual detail • Makes some use of subject terminology, mainly appropriately	When the writer says that Ugwu is 'choked with expectation' it is a metaphor because he is not actually choking. It shows that he is excited about all the things he sees in the city and what is going to happen. The word 'choked' makes it sound like he has eaten something that he can't swallow properly.
Level 1 Simple, limited comment 1–2 marks	Shows simple awareness of language: • Offers simple comment on the effect of language • Selects simple reference(s) or textual detail(s) • Makes simple use of subject terminology, not always appropriately	The writer says that Ugwu is 'choked with expectation' which means that he is all choked up. She uses language like this to show us how he feels about the city.
Level 0 No marks	Nothing to reward	

Note: If a student writes only about language outside of the given lines, the response should be placed in either Level 1 or Level 2, according to the quality of what is written.

AO2 content may include the effect of language such as:

- Metaphor: 'too choked with expectation'
- Repetition: 'too choked… too busy'
- Alliteration: 'burned the back of his neck'
- Sibilance: 'streets so smooth'
- Hyperbole: 'to walk hours more in even hotter sun'
- Simile: 'sat side by side like polite well-dressed men'; 'trimmed so flat on top that they looked like tables wrapped with leaves'
- Sensory imagery: 'painted the colour of the sky'; 'streets so smooth and tarred that he itched to lay his cheek down on them'.

0 3 You now need to think about the **whole** of the source.

This text is from the opening of a novel.

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

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

This question assesses how the writer has structured a text. Structural features can be: at a whole text level eg. beginnings/endings/perspective shifts; at a paragraph level eg. topic change/aspects of cohesion; and at a sentence level when judged to contribute to whole structure.

Level	Skills Descriptors	Indicative Standard This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Perceptive, detailed analysis 7–8 marks	Shows perceptive and / or detailed understanding of structural features: • Analyses the effects of the writer's choices of structural features • Selects a range of judicious examples • Makes sophisticated and accurate use of subject terminology	The writer positions the sentence 'They were standing before the glass door' very prominently at the start of a paragraph to highlight this pivotal point in Ugwu's journey. The writer has built a sense of excitement and anticipation in Ugwu finding out about his new Master by increasing the pace of his journey towards this point, then deliberately slowing the pace as they arrive, to delay the moment they actually meet. Standing on the doorstep 'before the glass door' is structurally symbolic as Ugwu stands on the threshold of a new life, leaving his old life behind, looking through the glass door to his future. The writer holds him there, for 'a brief moment,' like a freeze frame, to emphasise this rite of passage.
Level 3 Clear, relevant explanation 5–6 marks	Shows clear understanding of structural features: • Explains clearly the effects of the writer's choices of structural features • Selects a range of relevant examples • Makes clear and accurate use of subject terminology	The writer has deliberately structured the narrative with Ugwu's journey towards the house to create a feeling of suspense about who the Master is and what Ugwu's new life will be like. The sentence 'They were standing before the glass door' comes at the start of a paragraph and when they pause on the doorstep for 'a brief moment', it draws the reader's attention to this pivotal point in the extract. When Ugwu goes to the house, and looks through the glass door, it symbolises the start of his new life.

Level 2 Some understanding and comment 3–4 marks	Shows some understanding of structural features: • Attempts to comment on the effect of structural features • Selects some appropriate examples • Makes some use of subject terminology, mainly appropriately	In the middle of the story, Ugwu arrives at the front door of the house. This is an important point because they have arrived so it is the end of the journey. It says 'They were standing before the glass door.' The writer has structured it like this so we get a build-up of excitement and we wonder what's going to happen when he goes through the door.
Level 1 Simple, limited comment 1–2 marks	Shows simple awareness of structural features: • Offers simple comment on the effect of structure • Selects simple reference(s) or example(s) • Makes simple use of subject terminology, not always appropriately	The story is about Ugwu who is going to work as a cleaner. In the middle of the story, when he gets to the house, he stops at the door. It says 'They were standing before the glass door.' After that he goes in and we find out what the Master is like.
Level 0 No marks	Nothing to reward	

AO2 content may include the effect of structural features such as:

- Journey structure, moving through time and space, mostly chronological
- Flashback in time and place to the university
- Pivotal point on the doorstep in the middle of the extract
- Juxtaposition of the walls of Master's house and the walls of Ugwu's hut
- Perspective of main character (Ugwu) is sustained throughout
- Introduction of the character of Master is delayed
- Pace speeds up during the journey, then slows as they arrive
- Action rises towards the moment Ugwu and Master meet – an anti-climax?
- Focus shifts from outside to inside
- Cliff-hanger on final sentence.

0 4 Focus this part of your answer on the second part of the source, from **line 20 to the end**.

A student said, 'From the moment he arrives at Master's compound, the writer portrays Ugwu's feelings of pure excitement, but by the end it seems that he may be very disappointed.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of Ugwu's feelings
- evaluate how the writer describes Ugwu's feelings by the end
- support your response with references to the text.

[20 marks]

AO4
Evaluate texts critically and support this with appropriate textual references

Level	**Skills Descriptors**	**Indicative Standard** This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Perceptive, detailed evaluation 16–20 marks	Shows perceptive and / or detailed evaluation: • Develops a convincing and critical response to the focus of the statement • Shows perceptive understanding of writer's methods • Selects a range of judicious textual detail • Evaluates critically and in detail the effect(s) on the reader	Ugwu's initial sense of excitement on arriving at the compound, and being on the verge of a new life in the city, is so great that we feel it cannot last, and by the end of the extract we suspect that the fantasy may not be so easy to grasp. The description of the car with 'a strip of metal… around its blue body like a necklace' symbolises the car as an object of desire, creating a thrilling fantasy of glamour and aspiration for a boy from a poor village. Ugwu is portrayed by the writer as so fascinated by the appearance of the car that he cannot help 'staring' at it. He is transfixed by this vision of modern technology and the beautiful bodywork which symbolise the promise and thrill of his new life.
Level 3 Clear, relevant evaluation 11–15 marks	Shows clear and relevant evaluation: • Makes a clear and relevant response to the focus of the statement • Shows clear understanding of writer's methods • Selects a range of relevant textual references • Evaluates clearly the effect(s) on the reader	When Ugwu first sees the car, he realises that there is a new world of possibilities which is very different to his old life in the village and he is eager to enjoy it. The writer uses a simile 'a strip of metal ran around its blue body like a necklace' to create a sense of how shiny and attractive the car is to Ugwu. The word 'necklace' suggests that the car is glinting like precious jewellery, which makes it seem like the car is a very desirable object. She is effective in portraying Ugwu's excitement by the description of his reaction to the car in the garage which shows how he is entranced by the car and by his new life, although by the end his excitement has become uncertainty.

Level 2 Some, evaluation 6–10 marks	Shows some attempts at evaluation: • Makes some response to the focus of the statement • Shows some understanding of writer's methods • Selects some appropriate textual reference(s) • Makes some evaluative comment(s) on effect(s) on the reader	When Ugwu sees the car, it is like the other amazing things in the city that Ugwu has never seen before and this shows that to begin with he is looking forward to his new life. The car is described with 'a strip of metal ran around its blue body like a necklace' which makes it seem as if the car is expensive. The writer shows us how excited Ugwu is when he arrives at the compound because it says 'he was staring at the car in the garage.' He is so amazed to see the car that he can't stop looking at it.
Level 1 Simple, limited comment 1–5 marks	Shows simple, limited evaluation: • Makes a simple, limited response to the focus of the statement • Shows limited understanding of writer's methods • Selects simple, limited textual reference(s) • Makes simple, limited evaluative comment(s) on effect(s) on reader	At the start, Ugwu is excited because he probably hasn't seen a lot of cars before where he used to live. It says that the car has 'a strip of metal' which makes it sound shiny. When Ugwu arrives at the compound, the writer says that he stares at the man's car in the garage so we know that he really likes it.
Level 0 No marks	Nothing to reward.	

Note: Reference to the writer's methods may be implicit without specific mention of the writer. Similarly, the evaluative 'I do/I don't agree' may be implicit.
In both these cases credit should be given according to the quality of what is written.

AO4 content may include the evaluation of ideas such as:

- Slow paced description of the garden as paradise shows his delight in this new home
- Evocative description of car suggests anticipation of sensory and technological pleasures
- Robotic dialogue in response to aunty indicates a break from the past, but continued respect
- The 'brief moment' of reflection on doorstep represents moment of transition
- Contrast between cement and mud walls highlights differences between old and new lives
- Reference to 'held back' shows momentary reluctance to embrace the future
- Description of village home creates sense of homesickness and loss
- White curtain acts as a veil through which he must pass – a rite of passage
- Listing of furniture emphasises unfamiliarity of the room; could suggest nerves or excitement
- Delayed introduction of character increases speculation about Master and doubt about new life
- Revelation is possibly an anti-climax, as Master barely registers their arrival, signalling disappointment
- Final sentence, set apart, indicates isolation, waiting for new life to begin, if ever.

0 5 A magazine has asked for contributions for their creative writing section.

Either

Describe a place at sunset as suggested by this picture:

or

Write a story about a new beginning.

(24 marks for content and organisation and
16 marks for technical accuracy)
[40 marks]

<table>
<tr><td colspan="3">AO5 Content and Organisation
Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</td></tr>
<tr><td>Level</td><td></td><td>Skills descriptors</td></tr>
<tr><td rowspan="2">Level 4

19–24 marks

Compelling, Convincing Communication</td><td>Upper Level 4

22-24 marks</td><td>Content
• Communication is convincing and compelling
• Tone, style and register are assuredly matched to purpose and audience
• Extensive and ambitious vocabulary with sustained crafting of linguistic devices

Organisation
• Varied and inventive use of structural features
• Writing is compelling, incorporating a range of convincing and complex ideas
• Fluently linked paragraphs with seamlessly integrated discourse markers</td></tr>
<tr><td>Lower Level 4

19-21 marks</td><td>Content
• Communication is convincing
• Tone, style and register are convincingly matched to purpose and audience
• Extensive vocabulary with conscious crafting of linguistic devices

Organisation
• Varied and effective structural features
• Writing is highly engaging with a range of developed complex ideas
• Consistently coherent use of paragraphs with integrated discourse markers</td></tr>
<tr><td>Level 3

13–18 marks

Consistent, Clear Communication</td><td>Upper Level 3

16-18 marks</td><td>Content
• Communication is consistently clear
• Tone, style and register are clearly and consistently matched to purpose and audience
• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices

Organisation
• Effective use of structural features
• Writing is engaging, using a range of, clear connected ideas
• Coherent paragraphs with integrated discourse markers</td></tr>
</table>

	Lower Level 3 13-15 marks	**Content** • Communication is generally clear • Tone, style and register are generally matched to purpose and audience • Vocabulary clearly chosen for effect and appropriate use of linguistic devices **Organisation** • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers
Level 2 7–12 marks **Some successful Communication**	Upper Level 2 10-12 marks	**Content** • Communicates with some sustained success • Some sustained attempt to match tone, style and register to purpose and audience • Conscious use of vocabulary with some use of linguistic devices **Organisation** • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers
	Lower Level 2 7-9 marks	**Content** • Communicates with some success • Attempts to match tone, style and register to purpose and audience • Begins to vary vocabulary with some use of linguistic devices **Organisation** • Attempts to use structural features • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate

<table>
<tr><td rowspan="2">Level 1

1–6 marks

Simple, Limited Communication</td><td>Upper Level 1

4-6 marks</td><td>Content
• Communicates simply
• Simple awareness of matching tone, style and register to purpose and audience
• Simple vocabulary; simple linguistic devices

Organisation
• Evidence of simple structural features
• One or two relevant ideas, simply linked
• Random paragraph structure</td></tr>
<tr><td>Lower Level 1

1-3 marks</td><td>Content
• Limited communication
• Occasional sense of matching tone, style and register to purpose and audience
• Simple vocabulary

Organisation
• Limited or no evidence of structural features
• One or two unlinked ideas
• No paragraphs</td></tr>
<tr><td>Level 0
No marks</td><td colspan="2">Students will not have offered any meaningful writing to assess.
Nothing to reward.</td></tr>
</table>

AO6 Technical Accuracy Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)	
Level	**Skills descriptors**
Level 4 13–16 marks	• Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary
Level 3 9–12 marks	• Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary
Level 2 5–8 marks	• Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary
Level 1 1–4 marks	• Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary
Level 0 No marks	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.