GCSE
English Language

8700/1 Paper 1 Explorations in creative reading and writing

Mark Scheme

8700

November 2018

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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 9**.

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

[4 marks]

Give 1 mark for each point about this jungle:

- responses must be true, and drawn only from lines 1 to 9 of the text
- responses must relate to **this jungle**
- students may quote or paraphrase
- a paraphrased response covering more than one point should be credited for each point made – though paraphrased responses must demonstrate evidence of identification of information that is specific to the focus of the question as required by AO1
- responses that copy the whole section of the text from lines 1 to 9 verbatim should not be credited any marks as this does not provide any evidence of identification of information that is specific to the focus of the question as required by AO1.

Note: The indicative content must not be treated as exhaustive and reference must be made to the selected section of the text.

AO1	• Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts

This assesses bullet point 1: identify and interpret explicit and implicit information and ideas

	Accept	**Reject**
The jungle was high	There were tall trees	
The jungle was broad		
The jungle was wide		
The jungle was big		
Musical sounds filled the sky		
The sound of flying tents/ pterodactyls filled the sky		
It was noisy/ loud		
Pterodactyls soared in the air	There were pterodactyls Also accept references to birds	There were flying tents in the air – 'flying tents' must be linked to either the sounds or the pterodactyls
It was misty in the jungle		
The jungle was full of twitterings	The jungle was full of (peaceful/ natural) noises/ The jungle was peaceful	It was silent/ quiet
The jungle was full of rustling		
The jungle was full of murmurs		
The jungle was full of sighs		
There is a dinosaur/ Tyrannosaurus Rex	There are dinosaurs	References to 'Royal Majesty' unless it is clear the candidate understands this is a dinosaur
		References to tigers, wild boar, buffalo, elephants or other animals
The jungle was prehistoric		

Or any other valid responses that you are able to verify by checking the source

0 2 Look in detail at this extract, from **lines 16 to 26** of the source:

(Extract in question paper)

How does the writer use language here to describe the Tyrannosaurus Rex?

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 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 writer employs an extended metaphor of power and strength to describe the Tyrannosaurus Rex. He says it 'towered' over the trees, the verb 'towered' suggesting that the huge creature is imposing itself on its jungle surroundings from a great height, and intimidating everything beneath it. It is personified as a 'great evil god', implying the Tyrannosaurus Rex is an all-powerful being without mercy, and also a 'terrible warrior', an image that conveys the idea of an invincible fighting machine destroying everything in its wake.
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 says the Tyrannosaurus Rex 'towered' over the jungle. The verb 'towered' suggests great height, as if it is leaning over everything below it in a scary and threatening way. The creature is described metaphorically as a 'great evil god' to suggest its massive size, and powerful and wicked nature. This idea is continued with the image of a 'terrible warrior', implying the Tyrannosaurus Rex is a fighter to be feared, prepared to use its strength to inflict damage on its enemy.

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	The Tyrannosaurus Rex 'towered thirty feet' above the trees, suggesting it is bigger and higher than everything else. The writer uses metaphors to describe it as a 'great evil god', so it sounds not only big but bad, and also a 'terrible warrior', suggesting it fights to get what it wants.
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 Tyrannosaurus Rex 'towered thirty feet above half of the trees', and the word 'towered' tells us it's big. The writer says it is a 'great evil god' and a 'terrible warrior' so it sounds horrible.
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 ideas such as:

- extended metaphor to convey the size, power and strength of the Tyrannosaurus Rex
- use of personification eg 'great evil god' to suggest power
- use of battle terminology such as 'terrible warrior' to imply the lengths the Tyrannosaurus Rex will go to in a fight and its invincibility

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

This text is from the middle of a short story.

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 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 beginning of the text focuses our attention on Eckels and his guide, Travis, in a prehistoric jungle setting. The reader, together with the characters, has travelled back in time. Initially, the jungle appears natural and undisturbed, but this all changes with the key word 'Suddenly', which almost creates a moment frozen in time for the reader. It is followed by 'Silence' and then 'A sound of thunder', but the reveal doesn't happen until the next line, when we understand that the cause of this deafening sound is the imposing Tyrannosaurus Rex, arriving to dominate the land. The rest of the text is structured with description of the creature deliberately interspersed with dialogue between the two men. This enables the reader to witness the direct link between the Monster as it becomes increasingly ferocious and the gradual panic of Eckels, culminating in his realisation that he is out of his depth.

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 focuses our attention on the prehistoric jungle at the beginning, so we understand that Eckels and his guide, Travis, have travelled back in time. At first, the jungle seems calm and the noises are natural, but this then changes with the use of the sudden 'silence', followed by 'a sound of thunder'. The next line, 'Out of the mist, one hundred yards away, came the Tyrannosaurus Rex', is when the reader grasps that the cause of this loud noise is the terrifying Monster. The rest of the text consists of description of the Tyrannosaurus Rex, which suggests it is becoming fiercer, and dialogue between the two men, which shows Eckels' increasing panic.
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	At the beginning the writer focuses our attention on the prehistoric jungle setting so we realise the events are happening in the past. At first, the jungle is noisy and then it changes to 'silence' and then 'a sound of thunder'. At this point in the text, the reader wonders what could possibly make such a loud noise.
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 focus at the beginning is the jungle and all the sounds in it. Then it goes 'silent' and then it's noisy again so something bad is going to happen.
Level 0 No marks	Nothing to reward	

AO2 content may include the effect of ideas such as:

- initial setting of a prehistoric jungle to show they have travelled back in time
- use of single sentence paragraphs to reinforce tension and fear
- movement through jungle noise/silence/noise to herald the arrival of the Tyrannosaurus Rex
- combination of dialogue and description to enhance Eckels' increasing panic

0 4 Focus this part of your answer on the second part of the source, from **line 31 to the end**.

A student said, 'This part of the story, where the men encounter the Tyrannosaurus Rex, shows Eckels is right to panic. The Monster is terrifying!'

To what extent do you agree?

In your response, you could:

- consider your own impressions of Eckels' reaction to the Tyrannosaurus Rex
- evaluate how the writer describes the Monster
- 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 detailed evaluation: • Evaluates critically and in detail the effect(s) on the reader • Shows perceptive understanding of writer's methods • Selects a range of judicious textual detail • Develops a convincing and critical response to the focus of the statement	Eckels' reactions change throughout the source. At first he seems quite calm, merely resigned to the fact that shooting the Tyrannosaurus Rex is an impossible task. When he says 'It can't be killed', he's offering his 'considered opinion' having 'weighed the evidence', and a panicked man wouldn't be capable of such rational thought. He feels unprepared, and his rifle is compared to 'a toy gun' to suggest it's a play thing you would use in a make-believe game, rather than an effective weapon against a 'Tyrant Lizard' with 'armoured flesh'. I think Eckels gradually begins to panic when the Monster notices him, and we empathise with this reaction because of the writer's multi-sensory description, which graphically conveys how revolting the Tyrannosaurus Rex is. We see its 'skin is 'crusted with slime', implying the oozing pus has congealed into dry scabs, and when it exhales, we smell that 'the stink of raw flesh blew down the wilderness', suggesting it carries with it a stench of death and destruction. Eventually, Eckels 'seemed to be numb' and 'gave a grunt of helplessness', conveying that by now, he is paralysed with fear, and the rational thought he displayed at the beginning has completely vanished.

Level 3 Clear, relevant evaluation 11-15 marks	Shows clear and relevant evaluation: • Evaluates clearly the effect(s) on the reader • Shows clear understanding of writer's methods • Selects a range of relevant textual references • Makes a clear and relevant response to the focus of the statement	When Eckels encounters the Tyrannosaurus Rex he announces that 'it can't be killed.' He sees the enormous size of the Monster with its 'armoured flesh', and realises the idea of shooting it is impossible. His rifle is compared to 'a toy gun' to suggest how small and inadequate it is. I don't think his reaction is panic at this stage because it says he 'pronounced this verdict quietly', but when the creature sees the men, Eckels then starts to fear for his life. The writer uses the senses to describe the Tyrannosaurus Rex – not only can we see the flesh 'crusted with slime' but also smell 'the stink of raw flesh' on its breath. These images make the Monster sound repulsive and truly terrifying. Eventually, Eckels 'seemed to be numb' and 'gave a grunt of helplessness'. This suggests that he is so panic-stricken and frightened by what he has seen that he is frozen to the spot and speechless.
Level 2 Some, evaluation 6-10 marks	Shows some attempts at evaluation: • Makes some evaluative comment(s) on effect(s) on the reader • Shows some understanding of writer's methods • Selects some appropriate textual reference(s) • Makes some response to the focus of the statement	Eckels says 'it can't be killed' when he first sees the Tyrannosaurus Rex because it is so big. I don't agree that he's panicking at this point but he compares his rifle to 'a toy gun' to show how useless it is so he must be scared. I think he starts to panic when the Tyrannosaurus Rex sees him. The writer tells us what the Monster looks like by saying it's 'crusted with slime', and also what its breath smells like, eg 'the stink of raw flesh'. The effect of this is we feel disgusted.
Level 1 Simple, limited comment 1-5 marks	Shows simple, limited evaluation: • Makes simple, limited evaluative comment(s) on effect(s) on reader • Shows limited understanding of writer's methods • Selects simple, limited textual reference(s) • Makes a simple, limited response to the focus of the statement	The Tyrannosaurus Rex is really big and I think Eckels is scared. His rifle is like 'a toy gun' so it's no good to shoot such a huge Monster. When the Monster sees the men, Eckels panics and wants to leave. The writer says 'crusted with slime' which sounds horrible, so I don't blame him for wanting to get out of there.
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:

- the progressive reaction of Eckels, from calm resignation to fear-induced paralysis
- the comparison of the rifle to a 'toy gun' to emphasise the inadequacy of the weapon
- the sensory description of the Tyrannosaurus Rex
- whether or not the Tyrannosaurus Rex is terrifying

0 5 Your local newspaper is running a creative writing competition and the best entries will be published

Either:

Write a story about time travel as suggested by this picture:



or

Describe life as you imagine it in 200 years' time.

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

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.

Level		**Skills descriptors**
Level 4 19-24 marks **Compelling, Convincing Communication**	Upper Level 4 22-24 marks	**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
	Lower Level 4 19-21 marks	**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
Level 3 13-18 marks **Consistent, Clear Communication**	Upper Level 3 16-18 marks	**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

	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.