

# Mark Scheme

Sample assessment materials  
for first teaching September  
2016

International GCSE in  
English Language B

Component 1

## SECTION A: Reading

Question number	Answer	Mark
1	<p><b>AO1</b></p> <p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• going to take a long time (1)</li> <li>• nothing to do (1)</li> <li>• the video on a continuous loop (1)</li> <li>• passport check was quick and painless (1)</li> <li>• unusual to be photographed and finger-printed (1).</li> </ul>	(1)

Question number	Answer	Mark
2	<p><b>AO1</b></p> <p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Starbucks/McDonald's (1)</li> <li>• warning signs about dodgy taxis (1)</li> <li>• yellow taxis (1)</li> <li>• same type of cars as in Europe (1)</li> <li>• some vehicles are different/Jeeps/stretch limousines/vans (1)</li> <li>• the skyline/Queensboro Bridge (1).</li> </ul>	(1)

Question number	Indicative content
3	<p><b>AO2 (10 marks)</b></p> <p>Reward responses that demonstrate how the writer presents his impressions of New York.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the use of descriptive language to create a sense of unfamiliarity – ‘not quite what I was used to, being 29 floors up’</li> <li>• repetition to create a sense of wonder – ‘The Midtown location was amazing’, ‘It’s also (to my ears) amazing’</li> <li>• the use of typical New York features – ‘those yellow fire hydrants’, ‘newspaper vending machines’, ‘Walk/Don’t Walk’ signs’</li> <li>• excitement caused by familiar locations – ‘The feeling of being on a film set’</li> <li>• the use of a simile to describe the level of the noise – ‘it’s like somebody turned the volume up’</li> <li>• he is surprised by the uninhibited private conversations of the pedestrians – ‘fascinating insight into the private lives of New Yorkers’</li> <li>• the way he makes the buildings sound impressive – ‘how mind-blowing New York architecture really is’</li> <li>• he encourages the reader to share his experiences – ‘New York lived up to and in fact exceeded my expectations – it should be on everyone’s list of places to visit’</li> <li>• the use of colloquial and informal language engages the reader – ‘wow’, ‘The Big Apple’</li> <li>• he creates a strong sense of location through the use of proper nouns – ‘Manhattan’, ‘Empire State Building’, ‘Queensboro Bridge’, ‘Rockefeller Center’</li> <li>• the use of the first person creates a sense of realism/immediacy – many examples.</li> </ul>

Level	Mark	AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</li> <li>The use of references is limited.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</li> <li>The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>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.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>Thorough understanding and exploration of language and structure and how these are used to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	9–10	<ul style="list-style-type: none"> <li>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.</li> <li>The selection of references is discriminating and clarifies the points being made.</li> </ul>

Question number	Answer	Mark
<b>4</b>	<p><b>AO1</b></p> <p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>inadequate (little) map (1)</li> <li>was 2 miles away (1)</li> <li>wasteland/factories/industrial units are in his way (1)</li> <li>chainlink fence (1)</li> <li>it's getting late (1)</li> <li>he's not getting any nearer (1)</li> <li>dual carriageway (1)</li> <li>embankment (1).</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
<b>5</b>	<p><b>AO1</b></p> <p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>seasick (1)</li> <li>crowded boat (1)</li> <li>busy duty-free shop (1)</li> <li>limited seating (1)</li> <li>badly-behaved children (1)</li> <li>bad weather (1).</li> </ul>	<b>(2)</b>

Question number	Indicative content
6	<p><b>AO2 (10 marks)</b></p> <p>Reward responses that demonstrate how the writer describes his thoughts and feelings about his trip to Dover.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the writer's use of optimism – 'another promising day'</li> <li>• the use of sentence structure to convey his increasing concern over missing his ferry</li> <li>• the use of onomatopoeia to highlight his anxiety – 'whimpering panic'</li> <li>• he is nervous about the ferry crossing – 'a certain disquiet'</li> <li>• descriptive language to emphasise the chaos inside the ferry – 'mayhem', 'dementedly lively', 'quickly found my way out again'</li> <li>• the anticipation of seeing Dover again after many years – 'eager to see Dover again'</li> <li>• the use of contrasts: he was pleased that some things had not changed – 'small cry of pleasure', 'The view out to sea was likewise unchanged'; he was miserable – 'plodded distractedly', 'unhappy', 'grumbling'</li> <li>• the use of personification to show how shocked he is by the changes in Dover – 'more menacing', 'uncomfortably squeezed'</li> <li>• he feels as if he could be anywhere in England – 'so indistinguishable'</li> <li>• he is relieved to finally get his bearings – 'everything suddenly became clear', 'strode purposefully'</li> <li>• the extract ends on a happier note – 'Cheered by this thought'</li> <li>• the use of the first person creates a sense of realism/immediacy – many examples.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO2</b> Understand and analyse how writers use linguistic and structural devices to achieve their effects
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>• Thorough understanding and exploration of language and structure and how these are used to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	9–10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The selection of references is discriminating and clarifies the points being made.</li> </ul>

Question number	Indicative content
7	<p><b>AO3 (15 marks)</b></p> <p>Responses may include the following points:</p> <p><b>Text 1</b></p> <ul style="list-style-type: none"> <li>• the writer conveys the experience as a positive one, for example: 'really looking forward', 'spirits high', 'spectacular', 'wow', 'iconic', 'amazing'</li> <li>• he is apprehensive about the immigration process which starts negatively – 'sweaty tunnels', 'a long time' – but ends positively – 'quick and painless'</li> <li>• his attention to the detailed description of many familiar features to help the reader feel included – 'yellow taxis', 'fire hydrants', 'skyscrapers', 'Walk/Don't walk signs', 'Empire State Building', 'Rockefeller Centre'</li> <li>• he conveys how he is overwhelmed by 'the sheer level of noise on the streets'</li> <li>• he conveys how enjoyable it was by using hyperbole – 'mind-blowing', 'exceeded my expectations'</li> </ul> <p><b>General points candidates may make on the whole of Text 1</b></p> <ul style="list-style-type: none"> <li>• the text is broken up by sub-headings making it easier to read</li> <li>• the use of positive language throughout conveys the writer's enjoyable experience</li> <li>• the use of a slightly colloquial/chatty style – 'kicking in', 'check out', 'the real 'wow' factor', 'mind-blowing' – makes the reader feel engaged.</li> </ul> <p><b>Text 2</b></p> <ul style="list-style-type: none"> <li>• the writer is equally positive at the start, with the use of 'promising'</li> <li>• he conveys an experience that quickly deteriorates – 'inadequate little map' with a catalogue of negative language to describe the way to the terminal – 'bewildering wasteland' (metaphor), 'derelict factories', 'acres of waste ground' (hyperbole), 'jagged concrete', 'rusting railway carriages' (alliteration), 'broken windows'</li> <li>• the way he lists his ideas, feelings and behaviour – 'whimpering panic', 'dodging', 'clambering', 'breathless', 'like someone who'd just survived a mining disaster' (simile)</li> <li>• his experience of the ferry crossing is unnerving and exaggerated – 'certain disquiet', 'crammed', 'hordes of dementedly lively children', 'people with blue lips and dancing hair' (metaphor)</li> <li>• his reactions on arriving contrast with his experience on the ferry – 'eager', 'strode', 'small cry of pleasure'</li> <li>• how he describes his disappointment at the changes to Dover – 'vast and unbecoming', 'more menacing', 'unrecognisable', 'uncomfortably squeezed'</li> <li>• how he describes his mixed feelings at the end – 'distractedly', 'unhappy', 'grumbling', 'strode purposefully', 'Cheered by this thought'</li> </ul> <p><b>General points candidates may make on the whole of Text 2</b></p> <ul style="list-style-type: none"> <li>• the use of negative language throughout conveys the unpleasant experience the writer had</li> <li>• there is the use of humour which shows that the writer may see the funny side of the experience.</li> </ul> <p><b>Points of comparison</b></p> <ul style="list-style-type: none"> <li>• Text 1 is positive/Text 2 is negative.</li> <li>• Text 1 is more informative/Text Two is about his personal experience.</li> <li>• Text 2 uses humour.</li> <li>• Both texts are informal.</li> <li>• Both texts are about arriving in a city/town.</li> <li>• Both texts describe what the writers saw.</li> <li>• Both texts convey clearly the writers' ideas and experiences.</li> </ul> <p>Reward all valid points.</p>

Level	Mark	<b>A03</b> Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• The response does not compare the texts.</li> <li>• Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• The response considers obvious comparisons between the texts.</li> <li>• Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The selection of references is valid, but not developed.</li> </ul> <p><b>NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2</b></p>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>• The response considers a range of comparisons between the texts.</li> <li>• Explanation of writers' ideas and perspectives, including theme, language and/or structure.</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>• The response considers a wide range of comparisons between the texts.</li> <li>• Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>• The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>• Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts; they are discriminating and fully support the points being made.</li> </ul>

## SECTION B: Reading and Writing

Question number	Indicative content
8	<p><b>A01 (10 marks), A04 (12 marks), A05 (8 marks)</b></p> <p>A suitable register for a letter to a friend should be adopted. Candidates should address all areas.</p> <p>Some candidates may interpret the task more widely and use examples of other places visited than those mentioned in the passages."</p> <p>The following are some points that candidates may make, but there are other possibilities.</p> <p><b>What might be seen or experienced:</b></p> <ul style="list-style-type: none"> <li>• skyscrapers (in clouds)</li> <li>• long queues</li> <li>• the vehicles</li> <li>• the beautiful views</li> <li>• the strange environment (29 floors up)</li> <li>• seeing things familiar from films/TV</li> <li>• the noise</li> <li>• crowds</li> <li>• noisy children</li> <li>• ugly modernisation.</li> </ul> <p><b>What might be enjoyable:</b></p> <ul style="list-style-type: none"> <li>• the sights</li> <li>• the views from where you stay</li> <li>• seeing lots of things you recognise from films/TV</li> <li>• overhearing strangers' conversations</li> <li>• the amazing buildings</li> <li>• seeing familiar places.</li> </ul> <p><b>What might be disappointing:</b></p> <ul style="list-style-type: none"> <li>• waiting at passport control</li> <li>• most cars are the same as at home</li> <li>• how noisy it is</li> <li>• problems getting to the terminal</li> <li>• how crowded the ferry is</li> <li>• how unpleasant many buildings are</li> <li>• many towns are very similar.</li> </ul> <p>Reward all valid points.</p>



Level	Mark	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is limited.</li> <li>• Includes a small number of points with some relevance.</li> <li>• Demonstrates a limited ability to locate and retrieve information and ideas.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is valid, but not developed.</li> <li>• Gives some relevant points.</li> <li>• Brings in some relevant information and ideas.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is appropriate and relevant to the points being made.</li> <li>• Offers a reasonable number of relevant points.</li> <li>• Shows secure appreciation of information and ideas.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made.</li> <li>• Offers a good number of relevant points.</li> <li>• Makes well-focused comments about information and ideas.</li> </ul>
<b>Level 5</b>	9–10	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made.</li> <li>• Offers a wide range of relevant points.</li> <li>• Presents well-focused comments with perceptive references to information and ideas.</li> </ul>

Level	Mark	<b>AO4</b> Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Little awareness of form, tone and register.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way.</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Straightforward use of form, tone and register.</li> </ul>
<b>Level 3</b>	5–7	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Shows a clear sense of purpose and understanding of the expectations/requirements of the intended reader.</li> <li>• Appropriate use of form, tone and register.</li> </ul>
<b>Level 4</b>	8–10	<ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• Shows a secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader.</li> <li>• Effective use of form, tone and register.</li> </ul>
<b>Level 5</b>	11–12	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated use of form, tone and register.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>A05</b> Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>Expresses information and ideas, with limited use of structural and grammatical features.</li> <li>Uses basic vocabulary, often misspelt.</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> <li>Writes with some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>Develops and manages appropriate information and ideas using structural and grammatical features deliberately with accurate paragraphing.</li> <li>Uses a varied and selective vocabulary, including words with irregular patterns, with occasional spelling errors.</li> <li>Uses a range of accurate and varied punctuation for clarity, adapting sentence structures for effect.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> <li>Uses 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>

**SECTION C: Writing**

<b>Question number</b>	<b>Indicative content</b>
<b>9</b>	<p><b>AO4 (20 marks), AO5 (10 marks)</b></p> <ul style="list-style-type: none"> <li>• As no audience is specified, the examiner is assumed to be the audience.</li> <li>• Candidates are free to agree or disagree with the statement and may present a variety of arguments.</li> <li>• Content may include references to: it depends where you are going; how you are getting there; who you are travelling with; why you are travelling; what mode of transport is being used.</li> <li>• Examiners should be open to a wide range of interpretation.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>10</b>	<p><b>AO4 (20 marks), AO5 (10 marks)</b></p> <ul style="list-style-type: none"> <li>• No indicative content can be specified, since candidates may choose to interpret the title as they wish.</li> <li>• Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense.</li> <li>• NB: Explicit reference to the title may not be mentioned until the end of the story.</li> <li>• Examiners should be open to a wide range of interpretation.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>11</b>	<p><b>AO4 (20 marks), AO5 (10 marks)</b></p> <ul style="list-style-type: none"> <li>• Candidates may have quite a wide choice of places – real or imaginary. They may refer to whole neighbourhoods, towns, villages or a street. It may be a small or large area, indoors or outdoors. They may describe a building or a room. The place may have personal or spiritual significance.</li> <li>• Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, using effective vocabulary.</li> <li>• Examiners should be open to a wide range of interpretation.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO4</b> Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences
	0	No rewardable material.
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Little awareness of form, tone and register.</li> </ul>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way.</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Straightforward use of form, tone and register.</li> </ul>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Shows a clear sense of purpose and understanding of the expectations/requirements of the intended reader.</li> <li>• Appropriate use of form, tone and register.</li> </ul>
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</li> <li>• Effective use of form, tone and register.</li> </ul>
<b>Level 5</b>	17–20	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated use of form, tone and register.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>A05</b> Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>Expresses information and ideas, with limited use of structural and grammatical features.</li> <li>Uses basic vocabulary, often misspelt.</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> <li>Writes with some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear.</li> <li>Uses a varied vocabulary and spells words containing irregular patterns correctly.</li> <li>Uses accurate and varied punctuation, adapting sentence structure as appropriate.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> <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>	9–10	<ul style="list-style-type: none"> <li>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> <li>Uses 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>