

Paper 1 Mark scheme

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

Component	Assessment Objectives						Total marks
	AO1	AO2	AO3	AO4	AO5	AO6	
Component 1 – Fiction and Imaginative Writing							
Question 1	1						1
Question 2	2						2
Question 3		6					6
Question 4				15			15
Question 5 or 6					24	16	40

Section A – Reading

Question Number	(AO1) Answer	Mark
1	Accept only the following: • 'A tub had caught all'	(1)

Question Number	(AO1) Answer	Mark
2	Accept any reasonable answer based on lines 13 to 19, up to a maximum of 2 marks. Quotations and candidate's own words are acceptable. For example: <ul style="list-style-type: none"> • he asks what he has to fear as if the answer is 'nothing' • he smiles • he welcomes the policemen in • he is able to make up an excuse for the noise • he shows them the whole house • he encourages them to search 'well'/wherever they want • he shows them the old man's room/things • his language describes his confidence – 'enthusiasm in my confidence'/'my perfect triumph' • he knowingly puts his seat above the corpse • saying that the old man 'was absent in the country' shows he is able to make up an excuse. 	(2)

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

Question Number	Indicative content	
3	<p>Reward responses that explain how the writer uses language and structure to show the narrator's mood changing in lines 20 to 25.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none"> • at first the narrator just thinks about the officers and is happy they are 'satisfied' with his information so the focus is not on him • he describes himself as 'at ease' and answering their questions cheerily which shows he is not distressed at first • the repetition of 'still' when referring the policemen's presence and chatter shows the situation is starting to take its toll on him • the narrator tries to take action to make the noise go away, but his distress builds through the description of the noise becoming 'more distinct' and ends with him realising in horror that he can't get rid of it • 'getting pale' – this physical description shows how frightened he has become • 'at length' emphasises how long this unpleasant experience is seeming to last for the narrator. <p>Responses may include the following points about the structure of the text:</p> <ul style="list-style-type: none"> • the use of shorter sentences at the start puts across how the narrator thinks that everything is going to end neatly, but by the end, one long sentence makes up almost half of the paragraph. It puts across his struggle to get rid of the noise • 'it continued' is repeated to show that the narrator cannot escape the noise • 'but' is repeated and emphasises the worsening of events • there is a contrast between relaxed police and nervous narrator 	
Level	Mark	(AO2) Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary. • The selection of references is valid, but not developed. <p>NB: The mark awarded cannot progress beyond the top of Level 1 if only language OR structure has been considered.</p>
Level 2	3–4	<ul style="list-style-type: none"> • Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure. • The selection of references is appropriate and relevant to the points being made.
Level 3	5–6	<ul style="list-style-type: none"> • Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. • The selection of references is discriminating and clarifies the points being made.

Question Number	Indicative content	
4	<p>Reward responses that evaluate how successfully the purpose of conveying tension is achieved.</p> <p>References to writer's techniques should only be credited at level 2 and above if they support the critical judgement of the text.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> the narrator's mental state is evident throughout the extract which allows the reader to feel closer to him and experience the tension with him the reader would feel that the narrator is too confident for his own good. He enjoys showing the policemen around the house as he is so certain he won't be found out. This builds tension for the reader and they will want to find out if he does get caught it is clear exactly what the narrator is thinking and feeling, and the contrast to the blissful ignorance of the policemen makes it even more tense for the reader the narrator's gradual breakdown is carefully crafted throughout the extract and by the end of the extract the narrator is consumed by his paranoia, 'They were making a mockery of my horror!' the description of the narrator's extreme behaviour at the end of the extract ('I foamed – I raved – I swore!') puts across how his feelings have been building through the extract structure is manipulated in the extract and in the last but one paragraph the narrator's loss of control chills the reader. 	
Level	Mark	(AO4) Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Description of ideas, events, themes or settings. Limited assertions are offered about the text. The use of references is limited.
Level 2	4–6	<ul style="list-style-type: none"> Comment on ideas, events, themes or settings. Straightforward opinions with limited judgements are offered about the text. The selection of references is valid, but not developed.
Level 3	7–9	<ul style="list-style-type: none"> Explanation of ideas, events, themes or settings. Informed judgement is offered about the text. The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	<ul style="list-style-type: none"> Analysis of ideas, events, themes or settings. Well-informed and developed critical judgement is offered about the text. The selection of references is appropriate, detailed and fully supports the points being made.
Level 5	13–15	<ul style="list-style-type: none"> Evaluation of ideas, events, themes or settings. There is a sustained and detached critical overview and judgement about the text. The selection of references is apt and discriminating and is persuasive in clarifying the points being made.

Section B – Imaginative Writing

Question Number	Indicative content
*5	<p>Purpose: to write a real or imagined piece about a time a person tried to hide something. This may involve a range of approaches, including: description, anecdote, speech, literary techniques.</p> <p>Audience: the writing is for a general readership. Candidates can choose to write for an adult audience or an audience of young people.</p> <p>Form: the response must be narrative, description or monologue. There should be organisation and structure with a clear introduction, development of points and a conclusion. Some candidates may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach. Candidates may introduce some literary elements.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • use an example of something physically being hidden, e.g. hiding a secret book to prevent information being lost, or metaphorically being hidden, e.g. keeping information from someone • give reasons why it was being hidden and the impact on the person hiding and being hidden from • use appropriate techniques for creative writing, e.g. vocabulary, imagery, language techniques • use a voice that attempts to make the piece interesting and believable to the chosen audience • demonstrate particular understanding of the form used • be written in a register and style appropriate for the chosen form, which may include colloquial elements, dialogue within description or narrative, a sustained single voice in monologue. <p style="text-align: right;">40 marks</p>

Writing mark scheme AO5

Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> provides no rewardable material
Level 1	1–4	<ul style="list-style-type: none"> offers a basic response, with audience and/or purpose not fully established expresses information and ideas, with limited use of structural and grammatical features
Level 2	5–9	<ul style="list-style-type: none"> shows an awareness of audience and purpose, with straightforward use of tone, style and register expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features
Level 3	10–14	<ul style="list-style-type: none"> selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear
Level 4	15–19	<ul style="list-style-type: none"> organises material for particular effect, with effective use of tone, style and register manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text
Level 5	20–24	<ul style="list-style-type: none"> shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

AO6

Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> provides no rewardable material
Level 1	1–3	<ul style="list-style-type: none"> uses basic vocabulary, often misspelled uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	4–6	<ul style="list-style-type: none"> writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants uses punctuation with control, creating a range of sentence structures, including coordination and subordination
Level 3	7–9	<ul style="list-style-type: none"> uses a varied vocabulary and spells words containing irregular patterns correctly uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect
Level 4	10–12	<ul style="list-style-type: none"> 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	13–16	<ul style="list-style-type: none"> uses an 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.

Question Number	Indicative content
* 6	<p>Purpose: to write a real or imagined piece about a frightening experience. This may involve a range of approaches, including: description, anecdote, speech, literary techniques.</p> <p>Audience: the writing is for a general readership. Candidates can choose to write for an adult audience or an audience of young people.</p> <p>Form: the response must be narrative, description or monologue. There should be organisation and structure with a clear introduction, development of points and a conclusion. Some candidates may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach. Candidates may introduce some literary elements.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • use the images to inspire writing, e.g. an experience a person has of being followed, being alone in an empty building or an extreme experience such as a rollercoaster or bungee jump • use an example of a frightening experience that is common to many people, e.g. flying, or specific to the individual, e.g. encountering a particular phobia, real or imagined • give reasons why the experience was frightening and what impact it had on the writer • use appropriate techniques for creative writing, e.g. vocabulary, imagery, language techniques • use a voice that attempts to make the piece interesting and believable to the chosen audience • demonstrate particular understanding of the form used • be written in a register and style appropriate for the chosen form, which may include colloquial elements, dialogue within description or narrative, a sustained single voice in monologue. <p style="text-align: right;">40 marks</p>

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