

# Mark Scheme November 2007

IGCSE

## IGCSE English as a Second Language (4357)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on 0870 240 9800, or visit our website at [www.edexcel.org.uk](http://www.edexcel.org.uk).

November 2007

All the material in this publication is copyright

© Edexcel Ltd 2007

## Contents

- |                                 |   |
|---------------------------------|---|
| 1. 4357/01: Reading and Writing | 1 |
| 2. 4357/02: Listening           | 5 |



## 4357/01: Reading and Writing

### Key

#### Section 1

1.	B
2.	E
3.	G
4.	B
5.	D
6.	F
7.	B
8.	D
9.	G
10.	C

#### Section 2

- Answers must be spelt correctly
- Answers must fit the phrase grammatically
- Ignore capitals
- Words/letters in brackets are optional
- Answer must reflect the information in the text

	ACCEPT	DO NOT ACCEPT
11	wildlife	Wild
12	south east (of England)	
13	temperature(s)	Average temperatures
14	bursts (and) leaks/leakage leaks/leakage (and) bursts	
15	demand	
16	82% / 82 per cent	
17	carbon emissions	
18	website / www.3valley.co.uk	Web address
19	10 Litres (of water) / 10 L (of water)	
20	use less water	
21	energy efficient (white goods)	
22	(water) vapour	
23	floods	
24	climate change	
25	soil / ground	

### Part 3

26	D
27	B
28	D
29	B
30	C
31	D
32	C
33	A
34	D
35	C
36	T
37	F
38	F
39	NG
40	T

## Additional Information November 2007

### General

#### If text is too short

- No need to count words unless in doubt
- Short texts generally penalise themselves as students won't have covered all the requirements of the task
- If text is much shorter than required, do not award more than 3 on CQ

#### If text is too long

- Count number of words and do not mark beyond 150
- Mark the first 150 words and penalise if all task requirements are not covered

You must allocate a mark for each of the four criteria. Please clearly show your mark for each criterion in order on the question paper.

### Section 4

- Accept different interpretations of what a report should look like
- Tone and register should be neutral to formal
- Candidates must address all bullets
- Candidate must give at least one reason for choosing their event - preferably two
- Deduct 1 mark from CQ if students have missed out any of the bullet points
- Reasons for choosing an event and an example of what the students can do may be very similar but candidates must show that they realise this and explain further. We would prefer that what students can do is related to their reason for their choice

### Section 5

- There must be a greeting and some form of closing that is appropriate to the greeting. Accept Dear Bookshop Owner and other variations
- The tone and register should be appropriate to a formal letter of complaint
- There should be a reference to the books which have been ordered
- There should be a description of a problem with the order - just saying there was a problem is not enough
- There should be an explanation of why the books are important/necessary
- There should be the suggestion of a solution to the problem
- If there is a great deal of copying from instructions deduct 1 mark from CQ
- There is no expectation of an address

### Section 6

- There should be some kind of introduction though this can be very short
- Deduct 1 mark from CQ if there are fewer than 2 advantages
- Deduct 1 mark from CQ if there are fewer than 2 pieces of advice
- Check carefully for copying and if there are large amount do not give more than 3 for CQ
- If large amounts of irrelevance, also deduct 1 mark from CQ

### Assessment Criteria: Writing Skills Assessment Grid

Marks	Communicative Quality	Lexical accuracy and range	Grammatical accuracy and range	Effective organisation
5	The response communicates most successfully, conveying the information set out in the task. The writing shows an appreciation of the audience and uses appropriate tone and register.	Writing shows highly effective use of vocabulary to meet the requirements of the task. Vocabulary is used appropriately and effectively to communicate and is accurate in all respects. Language used is sophisticated and shows high level of complexity.	Writing shows very good range and control of grammatical structures which are used appropriately and effectively to address the requirements of the task. There are few errors.	An extremely coherent piece of writing, successfully organised with confident and appropriate use of cohesive devices where necessary. Requires no effort on the part of the reader.
4	The response generally communicates successfully. There may be errors which cause the reader some difficulty but these do not impede communication. Tone and register are generally appropriate to the task and to the audience.	Writing shows effective use of vocabulary used appropriately with occasional lapses. Spelling is generally accurate. There is some attempt at more complex language and this is generally successful.	Writing shows a sufficiently good range and control of grammar. Structures are generally used appropriately. Despite occasional errors, communication is not hindered.	Very coherent piece of writing with occasional lapses. Generally well organised with appropriate use of cohesive devices. Occasional errors do not affect the reader.
3	The response does not wholly communicate successfully. The reader may have some difficulty in following what the writer is trying to say. Tone and register may not be consistently appropriate to the task or to the audience.	Writing makes a largely effective use of the vocabulary though at times this does not meet the requirements of the task. Vocabulary is generally spelt correctly with occasional lapses which do not hinder the reader. There is little evidence of complex language.	A limited range of structures is present, generally used correctly. There are several errors which occasionally hinder the reader.	Generally coherent piece of writing though there are several errors in the use of cohesive devices etc which may affect the reader's ability to follow the line of communication. Writing is generally well organised with slight errors.
2	The response is difficult to read. The message being communicated may be confused or unclear.	Insufficient range of vocabulary used to meet the requirements of the task. Vocabulary is sometimes used inaccurately or inconsistently and spelling errors slow the reader down.	Writing is lacking in range and control of structures. There are frequent errors which hinder communication and confuse the reader at times.	A poor piece of writing, generally lacking in organisation, with misuse of cohesive devices. Requires effort from the reader.
1	The response is very difficult to read and does not communicate the required message. Tone and register have not been taken into consideration.	Candidate shows poor use of vocabulary throughout. Vocabulary is used inaccurately or inconsistently, spelling is inaccurate and causes the reader difficulty.	Writing shows poor range and control of grammatical structures. The writing is generally inaccurate and grammatical errors cause confusion.	Generally incoherent and poorly organised lacking in use of cohesive devices.
0	The candidate has made no attempt to address the task. What the candidate has produced is insufficient and cannot be read or marked.			



## 4357/02: Listening

### General Comments

1. Word limit must be adhered to.
2. Responses must be grammatically logical.
3. Spelling - there is some leeway.  
If the word, when uttered, sounds correct, award the mark, but not if a different word has been written e.g. load for loud. No mark is awarded if word causes confusion.
4. Use of capital letters is acceptable.

No.	Accept	Do not accept
1.	first aid / 1 <sup>st</sup> aid	aid (first) aids
2.	communication skills communicating skills Must be plural Accept variations in spelling	(communication) skill
3.	team	team spirit member of team stressful environment pressure situation
4.	driving licence driving license driver's licence driver's license	driver licence
5.	English and Maths English and Math english, maths english, math	
6.	relevant experience (Must have relevant)	experience experiences well experience
7.	community care	ambulance service exam
8.	station	
9.	National Motoring School (Must have all three words)	national motorway school
10.	hospital	hospital department ..... department several department
11.	A	
12.	C	
13.	B	
14.	B	
15.	A	
16.	B	

17.	C	
18.	B	
19.	A	
20.	B	
21.	competition for land (Must have all three words)	competition in land competition injury injury and death conflict
22.	criminal(s)	
23.	sleeping	sliping
24.	chemicals the smell of chemicals	smell
25.	paste mixture	past
26.	engine (Spelling variations)	engeen
27.	loud noises noise lound noises loude noises	load noises noisy
28.	terrify	terrified
29.	block regularly block block up	blocked
30.	revenge	farms



Further copies of this publication are available from  
Edexcel Regional Offices at [www.edexcel-international.org/scf/schools/regional/](http://www.edexcel-international.org/scf/schools/regional/)

For more information on Edexcel qualifications, please visit [www.edexcel-international.org/quals](http://www.edexcel-international.org/quals)  
Alternatively, you can contact Customer Services at [www.edexcel.org.uk/ask](http://www.edexcel.org.uk/ask) or +44 1204 770 696

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH