

Mark Scheme with Examiners' Report IGCSE English Language (4355)

June 2005

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June 2005

Order Code: UG017121

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ENGLISH LANGUAGE 4355, MARK SCHEME

Paper 1 Section A

Main Assessment Objective:

- read with insight

Supporting Assessment Objectives:

- develop and sustain interpretations of texts
- select material appropriate to purpose
- understand and evaluate how writers use linguistic and structural devices to achieve their effects

1. *What did the crew do on either occasion when the alarms went off?* **1 mark**

Either of these answers is acceptable for the mark:

- they corrected a switch (that was in the wrong position)
- they “juggled” the switches

2. *What sort of landscape does Neil Armstrong compare the moon to?* **2 marks**

- desert
- high desert country (for the full two marks)

3. *In lines 8 - 13 the writer tells us about some features of the landing site. Give two points which were important to Armstrong to make a safe touchdown.* **3 marks**

Give one mark for a single point made, three marks if more than one point are adequately made:

- He wanted to find an area that was smooth
- He wanted to find an area that did not have boulders or craters
- He wanted to find an area that would be of scientific interest

4. *Look again at lines 41 - 49. Explain the difficulties Aldrin faced when collecting his samples and how he tried to overcome them.* **3 marks**

Difficulties:

- The ground was very hard
- The scientists wanted not one, but two core samples

How did he try to overcome them?

- He tapped the tube with a hammer to help it penetrate the ground
- He had to hit it so hard with a hammer that it was dented
- He tried to collect a sample from two different sites

The answer must contain reference to difficulties and attempted solutions. As long as both features are present any combination of these points from the above to make 3 marks.

Examiners must reward all valid points that show an engagement with the text and an appreciation of the writer's technique rather than have a set agenda of items that they are looking for.

5. *Look again at lines 1 - 26. How does the writer build up a sense of excitement as the astronauts land on the moon?* **6 marks**

Examiners must reward all valid points that address the question and show a clear grasp of the writer's technique rather than have a set agenda of items that they are looking for.

Marginal comments and a brief final comment should be made to indicate where credit has been awarded.

- The passage opens with a sense of immediacy and speed through the use of the word "now"
- The passage begins with a sense of hopelessness or danger as the world is praying for the astronauts
- The computer alarms raise the tension through a suggestion that something has gone wrong
- The alarms had distracted them so that they do not look out at the landing site until they are practically there
- Use of precise timings suggests that time is precious and so builds excitement
- The use of the word "only" emphasises its imminence
- The immense size of the boulders emphasises the sense of danger
- Sense of uncertainty introduced through the speculative "if"
- Narrow margin for safety emphasised through the use of "just"
- Uncertainty indicated through the parenthetical use of "he thought"
- Mission control have been holding their breath, they are "breathing again"
- Armstrong had been holding his own breath

6. *How does the writer make us aware that this was such an important event for the whole world?* **5 marks**

Examiners should reward all valid responses to the text and should credit some of the following key points:

- "the world could only listen and pray"
- "the watching world saw what it had been waiting for"
- "that's one small step for man, one giant leap for mankind"
- "read the words on it to a vast listening audience"
- Collins was probably the only man who was not watching the events on television
- The astronauts are representing "all mankind"
- The astronauts are representing the whole of "Man" and are the sole representatives of "the planet earth"

Total for Section A: 20 Marks

Section B, part 1

Main Assessment Objective:

- read with insight

Supporting Assessment Objectives:

- develop and sustain interpretations of texts
- select material appropriate to purpose
- understand and evaluate how writers use linguistic and structural devices to achieve their effects

7. *Remind yourself of the passage, **Taking on the World** from the London Examinations Anthology. This passage is printed at the end of the examination paper.*

How does the writer help us to understand the dangers and difficulties of climbing the mast?

In your answer you should write about

- *the weather and sea conditions*
- *what we learn about the writer*
- *the language that the writer uses.*

You should refer closely to the passage to support your answer. You may use brief quotations.

10 marks

Examiners should refer to the following bullet points and then to the table to come to an overall judgement. Examiners must reward all valid points that show an engagement with the text and an insight into the writer's technique. Marginal comments and a brief final comment should be made to indicate where credit has been awarded.

Candidates may refer to some of the following points:

The weather and sea conditions

- numbingly cold, "I couldn't feel my fingers"
- she is drenched before she begins her climb, "I climbed down getting soaked"
- "the wind whistled past us, made visible by the snow that had begun to fall"
- from the masthead she appreciates the power of the waves, "the size and length of the waves emphasised by this new aerial view"

What we learn about the writer

- she is physically strong
- she is emotionally strong
- takes sensible precautions, "I would be wearing a helmet"
- she is determined "eyes closed and teeth gritted"
- she talks to herself to steady her nerves
- she plans ahead, "flaking" the halyard so that it will not snag, "I had worked through the night preparing for it"
- she is a perfectionist, "I had agonised for hours etc"
- she is prepared to suffer to achieve her goals, "my limbs were bruised and my head was spinning"

Use of Language

- opens with a complex sentence that sums up the whole event
- consistent use of past tense
- vocabulary choice is deliberately specialist - “spreader”, “halyard” etc
- language is quietly emotive, “the physical drain”
- occasional use of more informal register, “kiddo”, “stop myself smacking back into the rig”
- paragraph openings establish development through use of simple cohesive connectives, “As”, “By”, “When”
- use of ellipsis in penultimate paragraph to increase tension and indicate the writer’s state of mind

Mark Range	Descriptor
	The Candidate
0	<ul style="list-style-type: none">• makes no response or a response that does not refer to the question or seem to be responsive to the text
1 - 2	<ul style="list-style-type: none">• is able to make a small number of simple points that may focus on only one of the two bullet points• may recount aspects of the text rather than addressing technique• shows a limited grasp of ideas
3 - 4	<ul style="list-style-type: none">• shows some understanding of the writer’s technique, though there may still be some uncertainty about some aspects of the passage• shows an understanding of some of the main features of the passage, but it is not sustained• may demonstrate some selection of text• makes simple comments on aspects of language and technique
5 - 6	<ul style="list-style-type: none">• begins to show greater familiarity with a wider range of techniques in the passage• may be able to select some more relevant sections of text, but not consistently• is able to make clearer comments about the writer’s technique
7 - 8	<ul style="list-style-type: none">• shows a sound understanding of the writer’s techniques• is likely to select suitable aspects of the text• begins to be able to show how meaning and effect are being created
9 - 10	<ul style="list-style-type: none">• makes perceptive points about the writer’s techniques showing an ability to use analysis and interpretation• is likely to use textual references with some discrimination to substantiate points made• shows sound analysis and interpretation of the writer’s use of language in points that are clearly organised and developed

Section B, part 2

Range of writing: explore, imagine, entertain; argue, persuade, advise; inform, explain, describe

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

- organise ideas into sentences and paragraphs
- use a range of sentence structures effectively, with accurate punctuation and spelling.

8. *Write about a time in your life when you experienced danger of some sort. Explain what happened and how you reacted.*

10 marks

The audience for this piece is not stated nor is the genre of text required. Markers should use the grid below to award marks for this writing activity.

The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to:

1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes
2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
3. use a range of sentence structures effectively, with accurate punctuation and spelling

Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.

The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band range, since on individual criteria the answer may meet the descriptor for a higher or lower mark range. The 'best-fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

Writing skills	Band/ Range	Descriptor
		The Candidate
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 2	Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader. Organisation is simple with limited success in opening and development. The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 2 3 - 4	Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown. Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices. Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 3 5 - 6	Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences. Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices. Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.

<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 4 7 - 8</p>	<p>Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</p> <p>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</p> <p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 5 9 - 10</p>	<p>Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown.</p> <p>Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.</p> <p>Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning.</p>

Section C: Writing

Range of writing: inform, explain, describe

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

- organise ideas into sentences and paragraphs
- use a range of sentence structures effectively, with accurate punctuation and spelling

9. *Think about journey that you have made or would like to make. It could be any kind of journey, real or imaginary, close to home or far away.*

Describe your journey in a lively and interesting way.

20 marks

The writing triplet assessed on this question is writing to inform, explain and describe. The audience and the form of writing have not been specified and examiners should be open to a variety of acceptable responses to this task.

Weaker answers may be fragmentary or lack coherence. Candidates may lack the ability to explain themselves or may assume understanding that the reader does not have. A useful discriminating factor will be the extent to which the writer is able to engage the interests of the reader by using a variety of techniques.

The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to:

1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes
2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
3. use a range of sentence structures effectively, with accurate punctuation and spelling.

Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.

The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band range, since on individual criteria the answer may meet the descriptor for a higher or lower mark range. The 'best-fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

Writing skills	Band/ Range	Descriptor
		The Candidate
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 4	Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader. Organisation is simple with limited success in opening and development. The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 2 5 - 8	Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown. Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices. Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 3 9 - 12	Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown. Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences. Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices. Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.

<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 4 13 - 16</p>	<p>Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</p> <p>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</p> <p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 5 17 - 20</p>	<p>Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown.</p> <p>Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.</p> <p>Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning.</p>

Paper 2H
Section A

Main Assessment Objective:

- read with insight

Supporting Assessment Objectives:

- develop and sustain interpretations of texts
- select material appropriate to purpose
- understand and evaluate how writers use linguistic and structural devices to achieve their effects

1. Look again at lines 25 to 33. *What three comparisons does the writer use to help the reader understand the boat's appearance and construction?*

3 marks

Remember that you are marking for reading and so should reward the candidates' ability to refer to detail from the passage and not their ability as writers. Examiners should reward all valid responses to the passage that include some of the following key points

- a patchwork quilt
- like the skin over a man's ribcage
- like a floating banana

2. *In your own words explain why a leather boat is more at risk than other boats.*

5 marks

Remember that you are marking for reading and so should reward the candidates' ability to refer to detail from the passage and not their ability as writers. Examiners should reward all valid responses to the passage.

- It is small and is more likely to be swamped or damaged by waves
- The boat does not steer like a normal boat
- No one has sailed such a boat for a long time and so no one was able to offer advice to the crew about how to sail her
- The hull is very thin
- Once the stitching begins to rip the boat will disintegrate
- The boat has no keel and so is much more likely to capsize than ordinary boats
- Leather is an unstable material substance that could decompose
- Leather is not a hard or a strong material

3. *How does the writer convey the violence and power of the sea and the weather throughout this passage?*

You should refer closely to the passage to support your answer. You may include brief quotations.

12 marks

Examiners should refer to the following bullet points and then to the table to reach an overall judgement.

There are many features in the passage that are worthy of comment and it is likely that candidates will focus upon different aspects of it. Examiners must reward all valid points that show an engagement with the text and an appreciation of the writer's technique rather than have a set agenda of items that they are looking for. Examiners must reward all valid points that address the question and show a clear grasp of the writer's technique. Marginal comments and a brief final comment should be made to indicate where credit has been awarded.

Candidates may refer to some of the following points:

- the weather is described in vicious animal terms - it "claws" at the boat
- the waves are personified as having "companions" whose aim is to menace and ambush wary travellers
- the sea is "a jumble of destruction"
- use of repetition for emphasis, "rank upon rank", "steeper and steeper"
- sense of a collaboration between weather and sea as the gale turns the boat sideways for the waves to swamp
- emphasis upon destructive strength and power, "massive breaking waves", the third great wave", "smashing into us more violently"
- list effect, "swamping, destroying or capsizing"
- waves compared to an "avalanche", indicating appearance and cold allied with destructive force
- Comparison with skin and ribcage compares the boat to a single man, encouraging the audience to empathise with the boat
- "tearing like the perforations on a cardboard packet" - image suggests speed and ease with which the boat could be undone by the power of the weather
- "spring open like a flower", emphasises the beauty and natural, organic nature of the boat, but one that is in the wrong element and one whose lifespan may be brief
- Use of adjectives, vulnerable, odd, thin, weakened all emphasise the boats fragility in the face of the violence of the storm
- Use of verbs, "stretched", "spinning", "shuddered and faltered"
- Use of modal to speculate upon possible disaster, "Should that happen", the ox hides would peel away",
- The world experts input is a "bleak warning"
- Throughout the passage the writer seems to doubt the boats ability, "Privately, I doubted it", "I feared it would be the last", all of which stress the boats vulnerability and so emphasise the weather's power

Mark	Descriptor
	The Candidate
0	<ul style="list-style-type: none"> • makes no response or a response that does not refer to the question or seem to be responsive to the text
1 - 2	<ul style="list-style-type: none"> • is able to make a small number of simple points that may focus on only one of the two bullet points • may recount aspects of the text rather than addressing technique • shows a limited grasp of ideas
3 - 4	<ul style="list-style-type: none"> • shows some understanding of the writer's technique, though there may still be some uncertainty about some aspects of the passage • shows an understanding of some of the main features of the passage, but it is not sustained • may demonstrate some selection of text • makes simple comments on aspects of language and technique
5 - 6	<ul style="list-style-type: none"> • begins to show greater familiarity with a wider range of techniques in the passage • may be able to select some more relevant sections of text, but not consistently • is able to make clearer comments about the writer's technique
7 - 8	<ul style="list-style-type: none"> • shows a sound understanding of the writer's techniques • is likely to select suitable aspects of the text • begins to be able to show how meaning and effect are being created
9 - 10	<ul style="list-style-type: none"> • makes perceptive points about the writer's techniques • may use textual references with some discrimination to substantiate points made • shows sound analysis and interpretation of the writer's use of language in points that are clearly organised and developed
11 - 12	<ul style="list-style-type: none"> • demonstrates skills of analysis and interpretation in evaluating the writer's techniques • is likely to use textual references which are apt and carefully chosen to support the points made

Total for Section A: 20 Marks

Section B, part 1

Main Assessment Objective:

- read with insight

Supporting Assessment Objectives:

- develop and sustain interpretations of texts
- select material appropriate to purpose
- understand and evaluate how writers use linguistic and structural devices to achieve their effects

4. *Remind yourself of the passage, Explorers, or Boys Messing About? Either way, taxpayer gets rescue bill, from the London Examinations Anthology. This passage is printed at the end of this examination paper.*

How does the writer encourage us to take an unsympathetic view of the actions of the two men?

You should refer closely to the passage to support your answer. You may use brief quotations.

10 marks

Examiners must reward all valid points that show an engagement with the text and an insight into the writer's technique. Marginal comments and a brief final comment should be made to indicate where credit has been awarded.

Candidates may refer to some of the following points:

- Previous expedition described as “farce”
- Use of “experts” to question the judgement of the men, emphasis upon the hostility of the surroundings and the fact the helicopter was only single engine
- Direct reporting of “resentment”
- Use of verbatim accounts to undermine the men who presumably described their helicopter as “trustworthy”; Ms Vestey dismisses them as “boys” and describes their antics as “messing”
- Mr Smith has a nickname, which suggests a juvenile nature
- Mr Smith’s nickname is ironic as Q is the character from James Bond who is good with technical devices
- James Bond reference is used to tarnish our view of the men as overgrown children pretending to be in an adventure
- The fact that the naval ship was diverted from a valuable and genuinely adventurous task, “surveying uncharted waters”, is a criticism
- Their genuine experience is introduced only to be undermined with the phrase, “Despite their experience ...”
- Their flying ability is undermined as they experienced difficulties when “conditions had been excellent”
- Resentment is generated by the statement that the taxpayer is unlikely to recoup any of the money from the men
- The final quotation from Ms Vestey confirms them to be silly children who will be punished by their elders and betters

Mark Range	Descriptor
	The Candidate
0	<ul style="list-style-type: none"> • makes no response or a response that does not refer to the question or seem to be responsive to the text
1 - 2	<ul style="list-style-type: none"> • is able to make a small number of simple points that may focus on only one of the two bullet points • may recount aspects of the text rather than addressing technique • shows a limited grasp of ideas
3 - 4	<ul style="list-style-type: none"> • shows some understanding of the writer's technique, though there may still be some uncertainty about some aspects of the passage • shows an understanding of some of the main features of the passage, but it is not sustained • may demonstrate some selection of text • makes simple comments on aspects of language and technique
5 - 6	<ul style="list-style-type: none"> • begins to show greater familiarity with a wider range of techniques in the passage • may be able to select some more relevant sections of text, but not consistently • is able to make clearer comments about the writer's technique
7 - 8	<ul style="list-style-type: none"> • shows a sound understanding of the writer's techniques • is likely to select suitable aspects of the text • begins to be able to show how meaning and effect are being created
9 - 10	<ul style="list-style-type: none"> • makes perceptive points about the writer's techniques showing an ability to use analysis and interpretation • is likely to use textual references with some discrimination to substantiate points made • shows sound analysis and interpretation of the writer's use of language in points that are clearly organised and developed

Section B, part 2

Range of writing: explore, imagine, entertain; argue, persuade, advise; inform, explain, describe

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

- organise ideas into sentences and paragraphs
- use a range of sentence structures effectively, with accurate punctuation and spelling

5. *'Explorers and adventurers should be forced to pay for the cost of their own rescues, however expensive.'*

Write a letter to a newspaper arguing for or against this statement. **10 marks**

Despite being asked to argue for or against, some candidates may choose to present a balanced view of both sides of the issue and should not be penalised for doing so. Mark the quality of the writing that you are presented with. Markers should use the grid to award marks for this writing activity.

The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to:

1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes
2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
3. use a range of sentence structures effectively, with accurate punctuation and spelling

Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.

The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band range, since on individual criteria the answer may meet the descriptor for a higher or lower mark range. The 'best-fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

Writing skills	Band/ Range	Descriptor
		The Candidate
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 2	Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader. Organisation is simple with limited success in opening and development The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 2 3 - 4	Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 3 5 - 6	Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors

<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 4 7 - 8</p>	<p>Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</p> <p>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</p> <p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 5 9 - 10</p>	<p>Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown.</p> <p>Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices</p> <p>Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured; There is sophisticated control of expression and meaning.</p>

Section C: Writing

Range of writing: inform, explain, describe

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

- organise ideas into sentences and paragraphs
- use a range of sentence structures effectively, with accurate punctuation and spelling

6. *'I remember the first day I went to school as if it were yesterday.'*

Describe your first day at school in a way that will help others to understand your experiences.

20 marks

The writing triplet assessed on this question is writing to inform, explain and describe.

The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to:

1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes
2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
3. use a range of sentence structures effectively, with accurate punctuation and spelling.

Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.

The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band range, since on individual criteria the answer may meet the descriptor for a higher or lower mark range. The 'best-fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

Writing skills	Band/ Range	Descriptor
		The Candidate
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 4	Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader. Organisation is simple with limited success in opening and development. The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 2 5 - 8	Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown. Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices. Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 3 9 - 12	Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown. Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences. Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices. Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.

<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 4 13 - 16</p>	<p>Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</p> <p>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</p> <p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 5 17 - 20</p>	<p>Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown.</p> <p>Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.</p> <p>Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning.</p>

Paper 3

Part 1 (London Examinations Anthology Section B) 15 Marks for reading

1. *Most readers find the story of Swami becoming a hero interesting and entertaining. Explain how the writer achieves this.*

In your answer you should write about:

- *Swami's thoughts and feelings*
- *how other characters and relationships add to the interest*
- *the ways in which events turn out unexpectedly*
- *the use of language.*

You should refer to the passage to support your answer.

Main Assessment Objective:

- read with insight and engagement

Supporting Assessment Objectives:

- develop and sustain interpretations of texts
- select material appropriate to purpose
- understand and evaluate how writers use linguistic and structural devices to achieve their effects

A relevant answer will focus on:

- evaluating the ways in which the writer makes the story entertaining
- using textual evidence to substantiate the points made
- the writer's presentation and use of techniques, including use of language

Tick valid points, which show a sound grasp of the text and of the requirements of the question. Coverage of the bullet point headings in candidates' answers should be identified by placing capital letters in the margins:

- S** Swami's thoughts and feelings
- C** how other characters and relationships add to the interest
- U** the ways in which events turn out unexpectedly
- L** the use of language.

Candidates are free to interpret textual details in a variety of ways. The following section represents a likely interpretation of the text but examiners must evaluate other responses on their merits. It is important to be alert to unusual responses which are well explained and substantiated by effective use of textual evidence.

S Swami's thoughts and feelings

Though taken by surprise, Swami immediately argues against the article	<i>How could he fight a tiger?</i>
Terrified of the idea of sleeping alone	<i>A frightful proposition, Swami thought.</i>
Hopes his father is joking, but realises he is very serious	<i>he knew his father's tenacity at such moments</i>
Swami tried various but fairly desperate diversionary ruses to stop his father: distracts him by changing the subject	<i>Our (cricket) captain has asked me to tell you...</i>
Tries to pre-empt his command tries to go to bed without being seen pretends to sleep	<i>From the first of next month I'll sleep alone... Swami rose silently and tiptoed away... He turned over, curled and snored under the blanket...</i>
Makes a last minute mute appeal to his mother makes wild claims	<i>He threw a look of appeal at his mother... there may be scorpions behind your law books</i>
In the study Swami feels very isolated and indignant	<i>Swami felt cut off from humanity</i>
Imagination preys on his mind ...racked by nightmares	<i>He remembered all the stories of devils and ghosts... Swami groaned in despair...</i>
Plays politely along with the congratulations	<i>"Certainly, yes," though he had quite made up his mind to be an engine driver...</i>
Very relieved to be able to sleep with his granny again	<i>... felt tremendously relieved to hear that his father was giving up...</i>

C how other characters and relationships add to the interest

Father is a challenging figure... ...opinionated... ...inflexible to the point of being almost cruel... but not entirely secure	<i>Father looked at Swami fixedly and asked, 'What do you say to that?' Courage is everything. 'You must sleep alone...' 'I will make you the laughing-stock of your school.' Father sat gloomily gazing at his newspaper...</i>
Father is presented as a kind of ogre figure at times	<i>He looked like an apparition in the semi-darkness...</i>
Father gives in with ill grace at the end	<i>'All right, molly-coddle and spoil him...'</i>
Tensions between father and mother/mother and granny	<i>"...I don't at all like the way you are being brought up," he said and looked at his wife..." "If you mean your mother is spoiling him..."</i>

Granny's untimely over-solicitousness	<i>"Boy, are you already feeling sleepy? Don't you want a story?"</i>
Both mother and granny try to stop father ...and revel in their eventual victory	<i>"Granny pleaded, "Why do you disturb him?" "...she (mother) said, " Why do you take him "You let him sleep where he likes. You needn't risk his life again..."</i>
The burglar adds comedy	<i>'Aiyo! Something has bitten me,' etc</i>
Headmaster, the inspector accept Swami's story at face value	<i>The Headmaster said he was true scout." " 'Why don't you join the police...?"</i>

U the ways in which events turn out unexpectedly in the story

Father's reaction to the newspaper article	<i>"...can you prove you have courage? Let me see if you can sleep alone."</i>
What happens in the study: Swami's response to the burglar the burglar's cry Father's immediate arrival	<i>used his teeth...like a mortal weapon. "Aiyo! Something has bitten me" In a moment, father, cook and a servant came in.</i>
Swami's transformation from cowering boy to publically acclaimed hero	<i>The headmaster said that he was a true scout.</i>
Swami's return to sleeping with his granny	<i>Sleeping beside his granny again!</i>
Father's change of opinion	<i>"- clever boy!"</i>

L the use of language

Straightforward, sometimes idiomatic language, sustains pace and creates sense of the Indian setting	<i>The newspaper article about the lad and the tiger: "News is to hand..." 'We are going to admit even elders in our cricket club hereafter.'</i>
The use of dialogue, often tailored to the individual character: eg Father's moralistic tone, use of aphorisms Swami's use of questions, to test father's logic and to limit what he does His carefully diplomatic answers to the headmaster Granny's direct, tactless comments the burglar's cry	<i>Courage is everything...' 'It is only a question of habit. You must cultivate good habits.' How could a boy fight a tiger? Will you at least leave the door open? Swami said for the sake of politeness, "Certainly, yes" 'Boy, are you already feeling sleepy? Don't you want a story?' 'Aiyo!'</i>

Figurative language and images/words, often associated with the supernatural, suggest a child's fear and panic	<i>He looked like an apparition in the semi-darkness..."</i> <i>...stories of devils and ghosts...his chum Mani (had) seen the devil in the banyan tree...</i>
Exaggerated comments also indicate panic	<i>'If I don't sleep at once I shall perhaps die-'</i> <i>'There may be scorpions behind your law books.'</i>
Syntax reflects and dramatises his thoughts/feelings in the story...creates a 'stream of consciousness' effect; pace enhanced by use of ellipsis	<i>sequence of short sentences lines 67 to 70</i> <i>"And what about poor Munisami's father..."</i> <i>"he could hear its claws scratch the ground...scratch, scratch, and then a light thud...Swami tried to open his eyes"</i>
Sounds emphasised through onomatopoeic words	<i>...the ticking of the clock, the rustle of trees...</i>
Reality and dream fused in the words	<i>...and used his teeth on it like a mortal weapon...</i>

READING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

Mark Range	Descriptor
0 - 1	very basic attempt at comment extremely limited content minimal grasp of how the writer tries to make the story entertaining
2	basic understanding of the text unclear and undeveloped points little awareness of how the writer tries to make the story entertaining
3 - 4	some understanding of the text some relevant points but little development limited awareness of how the writer tries to make the story entertaining
5 - 6	fair but not fully-developed understanding of the text valid points with some development some understanding of how the writer tries to make the story entertaining
7 - 8	generally sound and sustained grasp of text several clear points with generally appropriate examples/references fair understanding of how the writer tries to make the story entertaining
9 - 10	sound and sustained grasp of text range of relevant points with sound examples/references clear understanding of how the writer tries to make the story entertaining
11 - 12	good analysis based on thorough understanding of the text a range of well-focused points with apt examples/references thoughtful interpretation of how the writer tries to make the story entertaining
13 - 14	Perceptive analysis and assured understanding of the text coherent and fully developed ideas deftly supported with examples/references sensitive interpretation of how the writer tries to make the story entertaining
15	astute and penetrating analysis of the text cogent and original exploration of ideas and evidence sophisticated and individualistic interpretation of how the writer tries to make the story entertaining

Part 2

15 Marks for writing

2. (a) *Courage can take many forms.*

Write about somebody you know or have heard of, who, in your view, has been brave. In your answer explore what kind of courage he or she has shown.

Range of writing: explore, imagine, entertain; argue, persuade, advise

Main Assessment Objective:

- communicate clearly and imaginatively for a particular purpose

Supporting Assessment Objectives:

- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively, with accurate punctuation and spelling

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- **Each answer will need to be judged on its merits**, and the skill and effectiveness with which the candidate answers the question.
- **Examiners must be alert to unusual, perhaps original approaches** (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, **and reward these positively.**

In this question, the key discriminators are the clarity and depth with which the candidate explores the topic of courage.

- No audience or form is specified. Most answers are likely to be essays but some candidates may choose alternative approaches, for instance a magazine article. The crucial factor is whether the candidate has explored the kind of courage presented.
- The question anticipates an answer that will be descriptive (perhaps in part narrative) and exploratory, but there is no prescribed or ideal approach. A key factor in awarding marks may well be the candidate's ability to integrate both these aspects.
- In the description (or account) of the person and his or her courage, language could be used subjectively, that is imaginatively and expressively. A more objective style of writing is likely to be necessary when exploring what kind of courage was displayed. However, it is possible to present a description (or account) with exploratory analysis embedded in it. Such subtlety of approach would involve sophisticated usage of syntax and vocabulary.
- The same is true of structure. The exploratory part of the answer will need complex sentences and precise phrasing, whereas a looser, more expressive style might be used for the description.
- The candidate is unrestricted in choice of person; it could be a friend, relative or celebrity, or even a fictional character.

- The definition of bravery is left to the candidate and the introductory sentence invites a wide consideration of what courage is. Accept the candidate's interpretation on his or her terms, unless there is clear misunderstanding of the question.
- Candidates might write about either physical or moral courage; either approach is equally acceptable. The bravery could be on a grand scale: the candidate might write about a national or international hero; about heroics on a battlefield or in a great cause, perhaps involving unjust or political imprisonment; or a single act of physical courage. The courage could also be much more domestic or everyday: the candidate might write about someone (perhaps a friend or close relative) bravely fighting a serious or terminal illness; or overcoming an obstacle. The candidate will need to establish clearly what it was that was brave, and then explore (and/or analyse) what kind of courage was displayed; the ability to do this well is likely to be the hall mark of an able candidate.
- A humorous approach is possible. Effective writing should always be rewarded.

Weaker answers are likely to be brief, loosely structured and expressed. They may focus on description or narration rather than an exploration of the kind of courage which the chosen person has shown. **Stronger answers** will include a detailed discussion and investigation of the person's courage. These answers will also show a competent grasp of the style and form adopted, with a confident beginning and conclusion.

Now refer to the grid printed at the end of the mark scheme and award an overall mark out of 15.

2. (b) *'Modern teenagers are lazy, spoilt and irresponsible.'*
Do you agree or disagree with this view? Give full reasons to support your opinion.

Range of writing: explore, imagine, entertain; argue, persuade, advise

Main Assessment Objective:

- communicate clearly and imaginatively for a particular purpose

Supporting Assessment Objectives:

- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively, with accurate punctuation and spelling

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- **Each answer will need to be judged on its merits**, and the skill and effectiveness with which the candidate answers the question.
- **Examiners must be alert to unusual, perhaps original approaches** (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, **and reward these positively.**

In this question, the key discriminators are the clarity and logic with which the candidate develops the argument in support or opposition to the statement.

- No specific audience or context is given for this question. Candidates are free to approach the subject as they wish; this applies both to the expression of ideas and the choice of form, though most will probably opt for an essay.
- The language used is likely to be formal in terms of choice of words and sentence structures. Candidates, however, may quite legitimately try to enhance the impact of their views by adopting a more informal kind of expression. Emotive language may also be used for particular effect. The over use of casual language might be self defeating and inhibit the development of argument, especially if the candidate is trying to express complex ideas.
- The argument should be developed in a logical, clear style, with ideas linked by verbal devices and a sequenced paragraph structure. Sentences are likely to be complex, but structures may be varied to maximise the impact of the writer's opinions.
- Candidates should use examples and evidence to support their ideas.
- Candidates may argue, for example, that modern teenagers do not take enough exercise; that they watch too much television or spend too much time on their computers; that they show disrespect to teachers and parents in comparison with past generations of students; that they have too much money and so on. Counter arguments might include that teenagers are required to do more than they used to; that the pressure for academic success is so great that stress factors are high; that many teenagers have to help look after their siblings, or take a part time job to fund their schooling, as well as go to school; that many teenagers take an active part in various kinds of sport, and so on.
- The question asks candidates to argue for one side or another. This might be achieved in a number of ways, including balancing ideas for and against, but ultimately the candidate should make clear s/he supports or opposes the statement.
- Be alert (and reward) effective responses which use wit and humour.

Weaker answers will tend to assert or express a straightforward point of view. The command of structure and style may be unsure, with little awareness shown of the need to express the argument in a clear way.

More successful responses will develop a consistent and logical argument, which is expressed in a way which engages and sustains the interest of the reader and comes to an effective conclusion.

Now refer to the grid printed at the end of the mark scheme and award an overall mark out of 15.

2. (c) *'I never thought it would end like that.'*
Write a short story beginning with these words.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.
- Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.

In this question, the key discriminators are likely to be the quality of expression and the imaginative skill with which the candidate develops the story.

- The candidate should begin the story with the words given, but should not be penalised if the words are omitted or paraphrased, provided the story is told in way that is relevant and appropriate to their meaning.
- Accept the candidate's interpretation of the words unless it is plainly ridiculous or suggests misunderstanding. Be alert to effective, imaginative approaches, perhaps using wit or humour.
- Candidates are free to define their own audience or simply use the examiner as the intended reader.
- It is impossible to define what would be appropriate in terms of expression or structure. The crucial factor is likely to be the consistency and effectiveness with which the candidate uses the chosen style or structure.

Weaker answers are likely to be brief and undeveloped in terms of plot and/or character, with limited or inappropriate reference to the given words. Expression will be mundane or inconsistent. Stronger answers will engage and sustain the reader's interest by effective, probably imaginative use of language and skilful structuring of plot. There will be a secure sense of fulfilled purpose.

Now refer to the grid printed at the end of the mark scheme and award an overall mark out of 15.

WRITING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

About **one third** of the total marks should be allocated for accuracy in spelling, punctuation and grammar.

Writing skills	Band/ Range	Descriptor
		The Candidate
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 3	Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader. Organisation is simple with limited success in opening and development The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 2 4 - 6	Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown. Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices. Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.
Effectiveness of communication Organisation	Band 3 7 - 9	Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown. Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences. Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.

		Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.
Effectiveness of communication	Band 4 10 - 12	Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.
Organisation		Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.
Spelling Punctuation Grammar		Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.
Effectiveness of communication	Band 5 13 - 15	Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown.
Organisation		Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices
Spelling Punctuation Grammar		Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured; There is sophisticated control of expression and meaning.

ENGLISH LANGUAGE 4355, CHIEF EXAMINER'S REPORT

General Comments

This was the first examination session in the new specification and candidates' responses were generally very pleasing. Centres are to be congratulated on the success with which they have prepared candidates for IGCSE English Language in the first year. Most candidates recognised the distinctive approaches needed for each question in relation to the relevant assessment. The various kinds of training support provided, including the Teachers' Guide and Student Study Guide, had clearly provided a useful framework for addressing the new requirements.

The **Writing** questions elicited some lively responses, but the quality of writing varied. Candidates showed strong awareness of the need to demonstrate grammatical and technical accuracy (AO3(iii)). Their organisation and use of structural devices, including paragraphing (AOii), was sometimes less assured. The stronger answers, however, were accurately expressed, soundly organised and well developed. Weaker answers tended to be loosely structured and poorly expressed, particularly in terms of Standard English usage. Some candidates used bullet points, which is not an appropriate way to structure answers to essay questions. Candidates should also note that they are expected to follow the conventions of British spelling.

More successful answers to **Reading** questions were closely directed at the question and covered all the bullet points, where these were given, especially those relating to use of language. Weaker answers tended to paraphrase or describe the text or passage, rather than address the question; some simply reproduced taught notes even if they had no relevance. Some candidates copied out sections of the passages or even the whole text, thus earning no marks at all. Another distinction between weak and strong answers lay in the use of textual reference. Better candidates were able to use quotations and textual references in support of their ideas, integrating them into their answer, whilst weaker candidates tended to use quotations without contextual explanation or justification.

The full texts of the passages used for the questions based on the London Examination Anthology were printed in the examination paper. This benefited candidates in many ways, particularly in removing the dependence on memory for reference and quotation. **Questions are based on the fact that these passages have been previously studied and revised. There is not time in the examination for the texts to be read again. In some instances candidates seemed to be reading them for the first time.**

Success in answering reading questions lies in addressing the question directly. However muddled the answer is, credit will be given for the attempt, whereas an answer which is irrelevant will get few, if any, marks.

Paper 1F
Section A: Reading

Questions 1-6

The passage was very accessible to candidates and few candidates had problems understanding the questions. The first four factually based questions were answered correctly by the majority of candidates. Questions 5 and 6 were more challenging and proved to be key discriminators. Candidates scored highly if they were able to pick out relevant examples of language usage and make valid points about how they added to the build up of excitement, or made the reader aware of the importance of the event.

Section B: Reading and Writing

This section poses some challenges to the candidate in terms of timing. Both questions have to be answered in 40 minutes. Examiners are aware of these time restraints and mark accordingly. Answers in this section are not expected to be sustained in the same way that answers to other sections are. Most candidates produced valid answers of appropriate length, but a few did spend too much time on them, as their brief, sometimes inconsistent, responses to questions in the final section indicated.

Question 7

This question was based on 'Taking on the World', a pre-studied text in the Anthology. A key essential for success in this question is the extent of the candidate's knowledge and understanding of the passage. Those who had to re-read the passage thoroughly before answering the question were at a disadvantage compared to those who simply had to remind themselves of it. Better answers covered all the bullet points in a brief and relevant way. Stronger candidates built on their textual study and revision to make several points succinctly, using appropriate textual references in support of ideas. Stronger candidates were able to pick out key points of language usage. Weaker answers tended to get lost in details or failed to focus on the terms of the question.

Question 8

This produced strong responses from many candidates. Various kinds of danger were vividly described and conveyed. The key word in the question is the triplet verb "explain"; better answers focused on this by outlining the nature of the danger briefly and by commenting on how and why the candidate reacted. Weaker answers either stated the danger, or simply narrated it with little attempt at explanation.

Section C: Writing

Question 9

This was another question which appealed to candidates. Most answers were fully developed. Often the best descriptions were of journeys which were very familiar to candidates. Stronger answers were able to convey the impact of these by the vivid use of language; weaker responses were brief and little more than factual accounts.

Paper 2H
Section A: Reading

Questions 1-4

The passage was challenging, but the questions were accessible and the candidates' responses suggested that they had been stimulated by it. Question 1 required close reading, but most were able to answer it with relative ease. Most answers to Question 2 tended to concentrate on the leather and its weaknesses; stronger responses were able to extrapolate other points like the boat's lack of a keel. Question 3 was the key discriminator; the best answers contained detailed analysis of the writer's use of language and were not only able to identify some of the passage's many linguistic features, but also to comment on how they were used to convey the force of the sea.

Section B: Reading and Writing

The comments made about this section in the report on 1F also apply here.

Question 4

This question was based on 'Explorers, or boys messing about?', a pre-studied text in the Anthology. As with paper 1F, a key essential for success in this question is the extent of the candidate's knowledge and understanding of the passage. Most candidates at least attempted to answer the question directly; the more an answer focused on the ways in which language was used in the passage to ridicule the men, the more successful it tended to be. The best answers of all were those which explored the use of irony in detail. Weaker answers made points or used quotations without explanation or reference to the question. The weakest answers ignored the question or paraphrased the passage.

Question 5

The response was rather mixed. Many candidates showed they could adapt "forms for different purposes and readers" by demonstrating a good grasp of the newspaper context and letter format; they built a sensible argument for their opinions, citing reasons and evidence in support. Despite the fact that the passage is pre-taught and studied, a few candidates were confused by the concept of a taxpayer paying for rescues. Weaker answers asserted a viewpoint without logical reasoning or evidence. Such answers were typically expressed in a single paragraph and showed an imprecise command of the newspaper context.

Question 6

This produced many lively accounts of a day that had stayed vivid in the candidate's memory. The best responses followed the wording of the question to give descriptions which made the experience clear for the reader. Stronger answers were powerful enough in their expression to make the reader feel as though they were present. Some were not entirely convincing - the best, perhaps, were those which remained faithful to the actual experience, and conveyed it realistically and in depth.

Paper 3

Question 1: Reading

The question was based on the Anthology text 'A Hero' by R.K.Narayan. Answers to this question were detailed and thorough and suggested not only engagement with the story, but enjoyment of it. It was clear that the vast majority of the candidates had read the story with a pleasing degree of understanding. Most answers also showed an ability to use quotations to support ideas and points. The degree of relevance in answers was more variable. Some candidates struggled to answer the question directly. Those who tried to explain how the writer made the story interesting and entertaining scored highly, whereas those who simply listed points, or summarised and described what happened, merited few marks.

The bullet points provided a useful structure for candidates' answers. Swami's thoughts and feelings were dealt with in most detail and the majority of candidates were able to outline the ways in which these developed throughout the course of the story. Most too were able to deal with other characters and relationships; comments were briefer but often showed insight, especially those on the father's role and his relationship with Swami, and the grandmother. More discriminating candidates were also able to infer points about family relationships as a whole, bringing in Swami's mother, and to add useful observations on the minor characters, like the headmaster. Most candidates were also able to write about how events turned out unexpectedly. Basic responses recognised Swami's change from timid boy to local hero, whilst more sophisticated answers explored the ironies, for instance the way in which, at the end, Swami reverts to his old habits of sleeping. Comments on language - a key discriminator for able candidates - were less well developed. Most picked out a few language features; better answers showed how these added to the reader's engagement with the story. The passage in the story when Swami is trying to sleep in his father's study was a particularly rich source for commentary. A few excellent answers used language as the focus for comments on all the bullet points.

Stronger candidates addressed the question fully, including all the bullet points. These candidates analysed the use of language in some detail and commented on the subtler points in the relationships, and on the ironic humour of the tale. Weaker candidates concentrated too much on Swami's thoughts and feelings, wrote little or nothing about the use of language, and tended to paraphrase the story. A few candidates copied the story out word for word. Such answers could receive no marks.

Question 2: Writing

All questions proved accessible, but the most popular was the third option.

- (a) Though this was answered by relatively few candidates, there were some moving accounts of heroism in different contexts. Stronger candidates tended to write about moral, rather than physical courage, and were able to explore the kind of bravery which was displayed. Weaker responses simply outlined the story of a hero, with no analysis or commentary.
- (b) There were many lively answers to this question. The opinions expressed were mature and sensible. Many candidates agreed with the quotation and gave frank accounts and assessments of the behaviour of their peers and, in some instances, themselves. Others took a broader view and pointed to the pressures that young people are under nowadays. The best answers were thoroughly developed and gave the reasoning behind the arguments, whilst weaker responses tended to state or assert a viewpoint, without evidence or reasoning, sometimes using a bullet point structure.

- (c) A vast range of stories was presented. Romance and crime were among the favourite approaches. It was pleasing to see some candidates using sophisticated techniques to engage their reader's attention and to access the higher grade descriptors. Various narrative approaches were attempted, though not all were successful. Less successful candidates tended to engineer surprise endings, which were unconvincing, or to reproduce a prepared story to fit the quotation.

Component 4: Written Coursework

This was the first year that coursework has been submitted for an international examination in English Language.

The response overall was mixed. Some centres grasped exactly what coursework entailed, whilst others struggled both with content and with marking standards. More successful centres met the specification requirements fully and applied the marking grids carefully. Centres must familiarise themselves with the requirements of the specification and refer closely to these requirements in their assessments of candidates' work.

Rank orders were generally sound but marking was sometimes too generous and therefore adjustments were applied in some cases.

Folders were well presented and at their best contained lively work, which was well targeted at the requirements of each unit, and demonstrated a clear sense of the individual involvement of the candidate in all aspects of the work. However, in some cases the reading units relied heavily on secondary sources including the teacher's and students' guides to the specification.

There were a few concerns with the rubric, including the submission of creative and empathetic responses to Anthology texts for Unit 1. These are not permissible, because they do not allow candidates to address the assessment objectives for reading. Responses to texts in Section A of the London Examinations Anthology (examined in papers 1F and 2H) are also excluded. Units must be based only on Section B texts.

Administrative aspects of the examination were well handled. Folders were submitted on time and samples were complete. Where appropriate, centres had also included the work of the weakest and strongest candidates in addition to the requested sample. Topsheets were almost universally completed fully and accurately.

Task setting was mixed. The range of work submitted for Unit 2, the Personal and Imaginative Writing Unit, was pleasing and much of it was well tailored to the individual. The work submitted for Unit 1, the response to Section B of the Anthology reading unit, was sound, but in some centres there was less sense of the individual involvement of the candidate. Some units also lacked any depth or detail. If candidates wish to access the higher grades, they need to address the grade requirements indicated by the descriptors in the marking grids. For instance, in reading, grade B attainment requires "detailed references to language, theme and structure" and at A* level, candidates should "explore and evaluate alternative and original interpretations."

Teacher annotation was excellent. The best gave clear indications of how the marks for each unit had been arrived at. It is particularly helpful if teacher's comments justify the separate marks awarded for each of the two marking grids for writing.

Unit 1 Reading Unit - Response to Section B of the Anthology

- The vast majority of work was appropriately directed at the assessment objectives for reading.
- The most favoured texts in the Anthology were ‘Dulce et Decorum Est’ and ‘The Necklace’ but units on all texts were submitted by candidates.
- The quality of task setting was mixed. Better topics allowed candidates to respond personally and in some depth; for instance, some were phrased in such a way as to engage the candidate as an individual reader and invited him or her to consider the writer’s techniques, eg “Does the writer make the reader sympathise with Mathilde in ‘The Necklace’ “or do you feel that she deserves what happens to her? How does the writer do this?”. Some tasks were either unspecific (“a critical analysis”) or daunting (“Contextualise and write about Owen’s imagery in Dulce et Decorum Est”) and provided little encouragement to write personally. The danger with this approach is that it can lead to formulaic and heavily taught responses, or become heavily dependent on secondary sources.
- Comparative tasks, based on two or more texts, work best with abler candidates and allow them to access the higher grade descriptors. There were some good examples of these.

Unit 2 Writing Unit - Personal and Imaginative Writing

- The range of writing presented for this unit was pleasing. A variety of stories was included, for instance based on themes like fear, jealousy and wickedness. There were autobiographical and diary pieces, descriptions, monologues and discursive essays on a variety of topics, including smoking, violence on television, boarding schools and the war in Iraq.
- Tasks were well tailored to the candidate. Some centres gave lists of titles to their candidates allowing them to make very personal choices. This usually led to lively, engaging writing. The best units were often those which related to personal experience. Potential A* candidates were also given challenging tasks allowing them to access the higher band descriptors, which require “sophisticated control of text structure”; for instance, writing a short story entitled ‘A Twist in Life’, using flashback technique.
- Some units used American spelling throughout. Centres must remember that this is a British based examination and that only the conventions of British Standard English are acceptable.

Component 5: Speaking and Listening Coursework

Coursework topsheets provided evidence that the specification requirements had been followed closely. Tasks undertaken for the individual talk and for group work were appropriate. Centres had carefully followed the guidance provided both by the Teacher’s Guide and the London Examinations video.

Centre marks generally fell within acceptable boundaries, and were in line with levels established by the video.

Administrative details were handled with commendable efficiency by centres. Marks sheets were received on time and coursework topsheets were fully completed.

Overall this component worked well and centres have responded very positively towards it.

ENGLISH LANGUAGE 4355, GRADE BOUNDARIES

Unit/Component	Maximum Mark(Raw)	% Contribution to Award
Paper 1F	60	70
Paper 2H	60	70
Paper 03	30	30
Paper 04	40	20
Paper 05	40	10

Option 1: 1F, 03

Grade	A*	A	B	C	D	E	F	G
Mark				53	40	28	16	4

Option 2: 1F, 04, 05

Grade	A*	A	B	C	D	E	F	G
Mark				55	41	28	15	2

Option 3: 2H, 03

Grade	A*	A	B	C	D	E	F	G
Mark	75	65	55	45	38	34		

Option 4: 2H, 04, 05

Grade	A*	A	B	C	D	E	F	G
Mark	74	65	56	48	39	34		

Note: Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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