IGCSE

Edexcel IGCSE

English Language (4355)

This Examiners' Report relates to Mark
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Section A: Reading

Questions 1-6

The passage was very accessible to candidates and few candidates had problems understanding the questions. The first three factually based questions were answered correctly by the majority of candidates. Questions 4, 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 the writer developed a sense of pathos.

Section B: Reading and Writing

Initially section posed some challenges to the candidate in terms of timing, but these are now the minority of responses. 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, though the key discriminator was that of "language comments" on question 7.

Question 7

This question was based on 'Harriet Tubman', 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 of her lifer or failed to focus on the terms of the question.

Question 8

This produced strong responses from many candidates with a wide range of contemporary and historical figures being chosen. Better answers were paragraphed and had a clear structure whilst weaker answers assumed knowledge that wasn't shared by the reader or produced little attempt at explanation.

Section C: Writing

Question 9

This was another question which appealed to candidates. Most answers were fully developed. Many chose to write about sporting or extra-curricular activities. Stronger answers were able to convey what made these moments memorable by the vivid use of language; weaker responses were brief and were often confusing accounts that did not seek to consciously engage a reader and consider their needs.

4355 2H

Section A: Reading

Questions 1-4

The passage was unusual, but the questions were accessible and the candidates' responses suggested that they had been stimulated by its mixture of legend and adventure story. Question 1 was an easy entry into the passage and most gave correct answers. Answers to Question 2 and 3 focused on the passage and required the candidates to read the questions carefully. For question 2 candidates were to find 4 phrases in the passage and give them as their answer, nothing more. Question 3 asked about *qualities* that a plant hunter should have – this did not allow for answers such as , *a long rope*, to be acceptable. Question 4 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 explain how they had been chosen and deliberately orchestrated by the writer to have a certain effect on the reader at a certain point in the passage.

Section B: Reading and Writing

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

Question 5

This question was based on 'Taking on the World', a pre-studied text in the Anthology. It is important that candidates use their knowledge to address the question. In some instances candidates seemed to slip into answering questions that must have used as practice pieces, and were well remembered. Better answers covered all the bullet points. 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 focus on inappropriate aspects of the text or were unable to explain how the text they had chosen related to the topic in question: danger.

Question 6

This produced many lively accounts of overcoming many difficulties that spanned from the death of close family members, imminent dealt to losing a mobile phone. The best responses made the experience clear for the reader. Stronger answers were well structured and were powerful enough in their expression to make the reader feel as though they were present. Some were not entirely convincing.

Section C

Question 7

Most candidates chose to write about parents or close friends in response to the question. The better answers were able to sustain a relationship with a reader that was aware that the reader did not know the person being described, and so needed to be introduced to personality as well as physical description. Weaker answers were less successful in this regard. At best answers were well structured, engaging and heartfelt. Weaker answers were often fragmentary or difficult to understand the reasons for the assertions being made.

4355/03

Paper 3 worked well. All questions seemed accessible.

Question 1

In general candidates seemed reasonably well prepared for the question. Most answers were relevant and adequately developed. Weaker answers tended to be descriptive and rely on paraphrase or storytelling. Occasionally candidates transcribed the text. Stronger answers responded directly to the question, engaging the story both personally and analytically. The best answers addressed the language in detail, for instance bringing out the fairy tale elements. Some saw the final sentence as an anti-climax; relatively few seemed aware of its significance as the beginning of a series of stories.

Question 2

Most answers were thorough and relevant. There were fewer examples of prepared essays. Better answers showed a sharper awareness of the triplet verb targeted in the question.

2(a)

This seemed the most popular of the topics and produced sound, focused answers, usually with a strong sense of context and form. Most candidates were able to structure and present a letter competently; a few began inappropriately (e.g. To Whom It May Concern). Most candidates saw the advantages of co-education (in terms of social life and future careers); others saw dangers (mainly in terms of sexual distraction.) More successful answers developed a logical and persuasive argument, within a clearly structured and paragraphed letter.

2(b)

Many candidates also answered this question. There were some powerfully emotive answers on topics like 'My village', 'My home/house', and 'My country.' A key discriminator was the extent to which the candidate was able to provide a thoughtful exploration of why the chosen place was so special.

2(c)

There were relatively few answers on this topic. Those candidates, who did choose this question, produced entertaining commentaries, which provided a vivid glimpse of a typical day

Statistics for IGCSE English Language 4355

Option 1: 1F, 03

Grade	A*	A	B	C	D	E	F	G
Boundary Mark				59	45	32	19	6

Option 2: 1F, 04, 05

Grade	A*	A	B	C	D	E	F	G
Boundary Mark				61	46	31	17	3

Option 3: 2H, 03

Grade	A*	A	B	C	D	E	F	G
Boundary Mark	80	71	61	52	41	35		

Option 4: 2H, 04, 05

Grade	A*	A	B	C	D	E	F	G
Boundary Mark	82	73	63	54	41	34		

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