

# Mark Scheme (Results)

## Summer 2008

IGCSE

### IGCSE English Language (4355) Paper 03

## Section 1 - Reading

### 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

Question number	Indicative content	Mark
1	<p>A relevant answer will focus on:</p> <ul style="list-style-type: none"> <li>• evaluating how the writer makes the character of Madame Loisel interesting for the reader</li> <li>• using textual evidence to substantiate the points made</li> <li>• the writer's presentation and use of techniques, including use of language.</li> </ul>	15

the way she is presented up to the loss of the necklace (lines 1 to 151)	
very attractive...	<i>pretty, charming young...beauty, sweetness and charm...quick wits, instinctive elegance</i>
... but socially disadvantaged	<i>She... had the ill fortune to be born into a wage-earning family</i>
has married below her pretensions	<i>she let herself drift into marriage with a junior clerk</i>
is very unhappy	<i>She was in a perpetual state of dissatisfaction... For days on end she would cry and cry, shedding tears of misery, regret, despair, and anguish..</i>
unable to accept her lot	<i>These things, which another woman with a background similar to her own might not have even noticed, she found unendurable and degrading</i>
lives in what she considers to be poverty	<i>squalid wallpapers, its shabby chairs, its hideous curtains and upholstery, were a constant source of torment to her... no evening dresses, no jewels, nothing.</i>
has dreams and aspirations above her status	<i>She dwelt in imagination on vast salons adorned with antique silks</i>
vain	<i>...looked at her reflection in a kind of ecstasy.</i>
pleasure seeking; self centred	<i>Pleasure had gone to her head like wine. She had no thought for anything but the triumph of her beauty, the splendour of her success</i>

her relationship with her husband up to this time	
did not marry for love	<i>she let herself drift into marriage</i>
ill matched; neither is happy	<i>An angry look came into her eyes as she impatiently replied...He was miserable</i>
she has little respect for him	<i>her cheeseparing clerk of a husband.</i>
she is manipulative	<i>She thought for a while, totting up figures in her head, and wondering how much she could ask for without meeting with an immediate refusal</i>
He is accommodating and defers to her in everything	<i>His face went slightly pale, for he had been keeping in reserve precisely that sum with the object of buying a gun... Nevertheless, he said: 'Right, you shall have your four hundred francs.'</i>
her husband is totally ignored at the ball	<i>Ever since midnight her husband had been fast asleep in a small, deserted salon</i>

the changes after the loss of the necklace	
defers to her husband	<i>She wrote to his dictation</i>
she loses her looks	<i>Madame Loisel now looked like an old woman</i>
pride; she doesn't want to lose face	<i>What would she have thought if she had noticed the substitution? Might she not have taken her for a thief?</i>
determined to settle her debts	<i>The terrible debt had go to be settled, and settle it she would.</i>
resigns herself poverty and drudgery	<i>She undertook all the heavy work of the household</i>
loses all interest in her appearance	<i>Dressed like a woman of the people,</i>
still has her dreams	<i>But sometimes, when her husband was at the office, she would sit down at the window and dream of the long-distant evening when she had been the Belle of the Ball.</i>

the use of language	
heightened language to indicate her social aspirations	<i>antique silks, on elegant tables littered with priceless knick-knacks, on perfumed boudoirs</i>
direct straightforward language use to convey her life after the change to emphasise the contrast	<i>strong, hard, and coarse. Her hair was all anyhow, her skirt awry, her hands red. She spoke in a loud voice, and splashed water all over the place when she scrubbed the floors.</i>
dialogue to intensify drama	<i>'Do you mean that you brought a diamond necklace to replace mine?' 'Yes. You didn't notice any difference, did you? They were exactly alike.'</i>

	<i>'Oh you poor, poor thing! Mine was imitation and worth, at most, five hundred francs!...'</i>
superlatives use to convey the excitement of the ball	<i>Madame Loisel was a tremendous success. She was the prettiest woman there... the triumph of her beauty, the splendour of her success...</i>
use of exclamation and rhetorical questions at key moments	<i>How strange life is, how changeable! What small things make the difference between safety and disaster!</i>
cynical edge to words; irony	<i>She moved in a happy mist made up of homage, admiration, and that sense of undisputed victory which is so dear to the female heart.</i>

### The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular mark range in order to receive a mark within that mark 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 range 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 character of Madame Loisel interesting for the reader
2	basic understanding of the text unclear and undeveloped points little awareness of how the writer tries to make the character of Madame Loisel interesting for the reader
3-4	some understanding of the text some relevant points but little development limited awareness of how the writer tries to make the character of Madame Loisel interesting for the reader
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 character of Madame Loisel interesting for the reader
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 character of Madame Loisel interesting for the reader
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 character of Madame Loisel interesting for the reader
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 character of Madame Loisel interesting for the reader
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 character of Madame Loisel interesting for the reader

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 character of Madame Loisel interesting for the reader
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**Total for Section 1: 15 Marks**

## PART 2

### Question 2 (a)

Range of writing: advise

#### Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively, with accurate punctuation and spelling.

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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 clarity and detail of the advice are key discriminators.

Question number	Indicative content	Mark
2(a)	<ul style="list-style-type: none"><li>• The form is left to the candidate, but an essay is likely to be the most common response. A letter to the friend is also a possibility. The audience is the examiner, but the candidate may address the friend directly.</li><li>• The tone and style could be either informal or formal. Candidates who use street language or text style, or answer in a very colloquial way, are likely to compromise the clarity of their expression and thus limit their attainment.</li><li>• Candidates can be expected to explain their ideas in some detail. A degree of persuasion is likely (and acceptable) but better answers will give the advice in a way that suggests the recipient has a choice. An approach which merely asserts a viewpoint is likely to be less convincing.</li><li>• The question provides the candidate also with the opportunity to tailor both the advice and the way it is given to the individual.</li><li>• The points of advice should be clear so that the recipient will have guidelines to follow. Good advice may include warnings of danger or problems, and suggestions on how these should be addressed.</li><li>• A structure of paragraphs is likely to organise the advice in a way that draws attention to the key points.</li></ul> <p>Weaker answers are likely to be assertive and brief, expressive rather than argued, with little or unconvincing use of supportive evidence; more successful answers are likely to develop a wide ranging and well evidenced argument, which conveys the candidate's ideas and viewpoint in an engaging and effective way.</p>	15

NOW REFER TO PAGES 12-13 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach

## Question 2 (b)

Range of writing: argue

### Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- 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.

The effective and logical development of argument in support of the candidate's viewpoint is a key discriminator.

Question number	Indicative content	Mark
2(b)	<ul style="list-style-type: none"><li>• No specific audience or context is given. 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.</li><li>• 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.</li><li>• The argument should be developed in a logical, clear style, with ideas linked by verbal devices. Sentences are likely to be complex, but structures may be varied to maximise the impact of the writer's opinions.</li><li>• Candidate should use examples and evidence to support their ideas.</li><li>• The merit of the answer will largely be determined by the cohesiveness and clarity of the presentation of the candidate's views. This could be done in a variety of ways, including considering both the opinions given. Candidates could legitimately support either, or offer a balanced judgement, combining both.</li></ul> <p>Weak answers are likely to be brief and unclear in argument, perhaps merely assertions of opinion; more successful answers will develop a convincing argument which presents the candidate's viewpoint in an effectively expressed way and in a securely structured form.</p>	15

NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach

## Question 2 (c)

Range of writing: imagine, entertain

### Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- 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.

The key discriminator is the degree to which the candidate engages and sustains the reader's interest.

Question number	Indicative content	Mark
2(c)	<ul style="list-style-type: none"><li>• The story should illustrate the title, or relate to it, in a clear way. Candidates who adapt prepared stories, perhaps of fleeting relevance with an appropriate conclusion grafted on, are likely to attain less.</li><li>• The reader's interest should be engaged by the story, or by particular aspects of it, for instance characterisation, suspense, dramatic situations and so on.</li><li>• Any kind of story is acceptable provided it entertains the reader. A light hearted humorous approach is as acceptable as a serious, possibly tragic one.</li><li>• It is also impossible to be prescriptive about style. The consistency with which a candidate maintains his or her adopted style may well be important in defining the overall success of the story.</li><li>• An effective beginning and ending are also critical factors.</li></ul> <p>Weaker answers will be superficially relevant, brief, with little development of plot, character or situation, and written in a mundane style; more successful answers will have a strong sense of purpose and audience, and will develop character and plot in a way which fully reflects the title. They will be expressed in a style which is engaging and entertaining.</p>	15

NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach



### Writing Mark Scheme: Paper 3 Part 2

Writing skills	Band/ Range	Descriptor
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 1</b> 0 - 3</p>	<p>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.</p> <p>Organisation is simple with limited success in opening and development</p> <p>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.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 2</b> 4 - 6</p>	<p>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</p> <p>Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices</p> <p>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</p>
<p>Purpose and audience</p> <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 3</b> 7 - 9</p>	<p>Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown</p> <p>Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences</p> <p>Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices</p> <p>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>

<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 4</b> 10 - 12</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><b>Band 5</b> 13 -15</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>

Total for Section 2: 15 Marks  
Total for Paper: 30 Marks