

# Mark Scheme Summer 2008

IGCSE

## IGCSE English Language (4355)

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# 4355/1F

## 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

Question number	Answer	
1	<ul style="list-style-type: none"><li>• a wagon (slowly creaking by)</li></ul>	1

Question number	Answer	Mark
2	Any three from: <ul style="list-style-type: none"><li>• Pa said there were too many people in the Big Woods now.</li><li>• Laura and Mary can hear the sound of axes that are not Pa's</li><li>• Laura and Mary can hear the sound of guns that are not Pa's</li><li>• The wild animals will no longer stay in the country</li></ul>	3

Question number	Answer	Mark
3	Any two from: <ul style="list-style-type: none"><li>• Pa hung his gun in the wagon, where he could reach it quickly from the seat.</li><li>• Pa placed his bullet pouch in the wagon, where he could reach it quickly from the seat.</li><li>• The frozen rivers are dangerous to cross and may thaw</li><li>• Wild animals</li><li>• Bad weather/harsh conditions</li></ul>	2

Question number	Answer	Mark
4	<p>Examiners must reward all valid points that address the question:</p> <ul style="list-style-type: none"> <li>• Ma dresses the children warmly - woollen dresses and petticoats, long underwear, coats etc</li> <li>• Ma has lit a fire</li> <li>• There is snow on the ground</li> <li>• Though it is morning, it is still dark</li> <li>• “One day in the very last of the winter”</li> <li>• “The weather was so cold”</li> <li>• the river is still frozen</li> <li>• the trees are bare</li> </ul>	3

Question number	Indicative content	Mark
5	<p>This question rewards the ability to <i>explain</i>, and so markers should reward clear explanations in the candidate’s own words rather than simply repeating sections from the passage:</p> <ul style="list-style-type: none"> <li>• They have very traditional roles - Pa chops wood and shoots, Ma dresses the children and cares for the baby; it is Pa who sells their possessions</li> <li>• Ma follows Pa’s lead and goes without raising any objections, despite pleading to stay where they were warm</li> <li>• Ma is loving and wakes the children “gently”</li> <li>• They have a loving extended family who turn out in the cold pre-dawn to wish them goodbye</li> <li>• They help each other - the uncles help to hitch the horses</li> <li>• The loving nature of the family is emphasised by the repetition of hugging and kissing each other</li> <li>• Children are obedient - there is never a word of objection from Laura and Mary; the cousins are ordered to kiss Mary and Laura and so they do</li> <li>• Pa is loving, caring or chivalrous to Ma, helping her up into the wagon</li> </ul>	5

Question number	Indicative content	Mark
6	<p>Examiners should reward all valid responses to the text, which may include some of the following key points.</p> <ul style="list-style-type: none"> <li>• The opening has a fable-like quality through its use of a conventional opening</li> <li>• The use of repetition, including the repetition of characters' names instead of pronouns, gives the passage a disarmingly naïve effect, reflecting a child's-eye view of the events</li> <li>• Use of repetition and paragraph connectives such as, "so they all went away from the little log house", suggest a story told many times, a comforting familiar story</li> <li>• Simple use of personification around the lonely house encourages an emotive response and emphasises the narratorial voice of the child</li> <li>• Use of repetition and simplicity in choice of adjectives - "little house", "big woods"</li> <li>• Pa's flight from the busy, noisy wood to the empty and natural West supports a positive view of calmness</li> <li>• Pa is a lover of nature and we are encouraged to sympathise through the description of fawns and bears.</li> <li>• Sentence variety based upon a preponderance of simple sentences</li> <li>• Vocabulary is often simple</li> <li>• The direct speech is low key and undramatic</li> <li>• There is a clear emphasis on domestic detail, such as the dressing of the children</li> <li>• The farewells from the wider family are genuine and touching in their quietness</li> <li>• The coldness and stillness of the morning is contrasted with the light and warmth of the family lanterns and their farewells</li> <li>• The suggestion of danger with the gun, easily at hand, and the suggestion of dangerous river crossing act as narrative hooks</li> <li>• The passage ends with more repetition of sympathy and imagery</li> <li>• Passage creates a simple closure, "and that was the last of the little house"</li> </ul>	6

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

Question number	Indicative content	Mark
7	<p>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.</p> <p>Candidates may refer to some of the following points:</p> <p><b>her feelings when she visits the orphanage</b></p> <ul style="list-style-type: none"> <li>• The fact that the writer would prefer to be reporting on a war zone indicates how dreadful the orphanages must be</li> <li>• Her feeling is summed up - "depressing"</li> <li>• The fact that the smell of urine and the lack of light are not shocking, but "familiar", suggests a feeling of resignation</li> <li>• The children's desperate need for attention and affection leaves her feeling "choked"</li> <li>• The fact that very little improvement has been made in ten years is stated factually, but is a bitter commentary on the indifference of the state</li> </ul> <p><b>her reactions to the people that she meets in the villages</b></p> <ul style="list-style-type: none"> <li>• Her reactions are not stated - her feelings can only be inferred from the manner in which she describes those people and their reactions to the baby trade</li> <li>• The description of the father evokes her and our sympathy - "tears roll down his cheeks"</li> <li>• The pathos of the family, unable to feed their own children who leave them in the orphanage, only to have them sold</li> <li>• The image of the worried 4 year old who clings to his father, fearing abduction suggests feelings of fear</li> <li>• The callousness of those involved in the baby trade - "I don't mean to keep this latest one" "you can have him if you like"</li> </ul> <p><b>the language that the writer uses</b></p> <ul style="list-style-type: none"> <li>• the passage is mainly in the present tense to indicate how immediate the problem is</li> <li>• there is a consistent use of emotive language - "trauma"</li> </ul>	10



	<p>“desperate” “impoverished” “babies suffering from neglect”  “abandoned” “indicating a strong emotive response</p> <ul style="list-style-type: none"> <li>• The desperation of the children is emphasised by the powerful one word sentence, “Anyone”</li> <li>• The use of figurative language to suggest the numbers of children who need help - “a sea of faces”</li> </ul>	
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Mark	Descriptor The candidate:
0	<ul style="list-style-type: none"> <li>• makes no response or a response that does not refer to the question or seem to be responsive to the text</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• is able to make a small number of simple points that may focus on only one of the two bullet points</li> <li>• may recount aspects of the text rather than addressing technique</li> <li>• shows a limited grasp of ideas</li> </ul>
3 - 4	<ul style="list-style-type: none"> <li>• shows some understanding of the writer’s technique, though there may still be some uncertainty about some aspects of the passage</li> <li>• shows an understanding of some of the main features of the passage, but it is not sustained</li> <li>• may demonstrate some selection of text</li> <li>• makes simple comments on aspects of language and technique</li> </ul>
5 - 6	<ul style="list-style-type: none"> <li>• begins to show greater familiarity with a wider range of techniques in the passage</li> <li>• may be able to select some more relevant sections of text, but not consistently</li> <li>• is able to make clearer comments about the writer’s technique</li> </ul>
7 - 8	<ul style="list-style-type: none"> <li>• shows a sound understanding of the writer’s techniques</li> <li>• is likely to select suitable aspects of the text</li> <li>• begins to be able to show how meaning and effect are being created</li> </ul>
9 - 10	<ul style="list-style-type: none"> <li>• makes perceptive points about the writer’s techniques showing an ability to use analysis and interpretation</li> <li>• is likely to use textual references with some discrimination to substantiate points made</li> <li>• shows sound analysis and interpretation of the writer’s use of language in points that are clearly organised and developed</li> </ul>

## 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.

Question number	Indicative content	Mark
8	<p>Markers should use the grid below to award marks for this writing activity.</p> <p>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:</p> <ol style="list-style-type: none"><li>1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li><li>2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features</li><li>3. use a range of sentence structures effectively, with accurate punctuation and spelling</li></ol> <p>Markers should allocate about a <b>third</b> of the total marks for accuracy in spelling, punctuation and grammar.</p> <p><i>The 'best fit' approach</i></p> <p>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.</p>	10

Writing skills	Band/ Range	Descriptor The candidate:
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 1</b> 0 - 2</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> 3 - 4</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>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 3</b> 5 - 6</p>	<p>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.</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><b>Band 4</b> 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>

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  Organisation  Spelling Punctuation Grammar	<b>Band 5</b> 9 -10	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.  Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.  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.

Total for Section B: 20 Marks

## 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

Question number	Indicative content	Mark
9	<p>The writing triplet assessed on this question is writing to inform, explain and describe. The audience and the form of writing have been specified though examiners should still be open to a variety of acceptable responses to this task.</p> <p>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.</p> <p>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:</p> <ol style="list-style-type: none"><li>1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li><li>2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features</li><li>3. use a range of sentence structures effectively, with accurate punctuation and spelling.</li></ol> <p>Markers should allocate about a <b>third</b> of the total marks for accuracy in spelling, punctuation and grammar.</p> <p><i>The 'best fit' approach</i></p> <p>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.</p>	20

Writing skills	Band/ Range	Descriptor The candidate:
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 1</b> 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	<b>Band 2</b> 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	<b>Band 3</b> 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.
Effectiveness of communication  Organisation	<b>Band 4</b> 13 - 16	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 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  Organisation  Spelling Punctuation Grammar	<b>Band 5</b> 17 - 20	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.  Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.  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.

**Total for Section C: 20 Marks**

**Total for Paper: 60 Marks**





## 4355/2H

### 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

Question number	Answer	Mark
1	no half marks, accept any of: <ul style="list-style-type: none"><li>• he tells us "All my life I was crazy about cars"</li><li>• he had a (a stack of) car magazines (both words needed)</li><li>• he got his driving license within days of turning 16</li></ul>	2

Question number	Answer	Mark
2	Examiners should reward all valid responses to the passage up to two marks: <ul style="list-style-type: none"><li>• I could no longer see at night</li><li>• I could no longer make out faces clearly from more than a few feet away</li><li>• Traffic signals had started vanishing and reappearing</li><li>• Street signs were unreadable</li><li>• Cars loomed up at me out of nowhere</li><li>• Pedestrians materialized in the middle of empty crossings.</li></ul>	2

Question number	Answer	Mark
3	This question asks candidates to explain rather than select simply select text for an answer. Examiners must reward all valid responses and may select from the following or others <ul style="list-style-type: none"><li>• He is passionate about driving and describes it in a variety of ways - "the highway of dreams"</li><li>• He cannot imagine life without driving - "Driving wasn't everything, just life"</li><li>• It provides with "Liberty" in the broadest sense of the word</li><li>• It makes him happy - "the pursuit of happiness"</li><li>• Driving is linked with his self perception of his own youthfulness and vigour - "the promise that I would never, ever grow old", "the promise that I would not fade away"</li><li>• Practical need to drive to work</li></ul>	4

Question number	Indicative content
4	<p data-bbox="389 219 1307 286">Examiners should refer to the following bullet points and then to the table to reach an overall judgement.</p> <p data-bbox="389 322 1375 557">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</p> <p data-bbox="389 593 1106 627">Candidates may refer to some of the following points:</p> <ul data-bbox="437 663 1375 1496" style="list-style-type: none"> <li>• The passage begins in the past tense and ends in the present, suggesting the loss of his happy past and the dominance of his sad present</li> <li>• The deliberate contrast between his passionate reminiscences about car ownership and the absolute flatness of the aftermath of the accident</li> <li>• The second paragraph ending, "A little long" is used as a narrative hook to entice the reader to stay with the passage and to hint at tragic things to come</li> <li>• To emphasise how unusual and bizarre his circumstances are he compares them to a number of comfortable and commonplace events</li> <li>• The manner in which the pace slows to achieve a slow motion effect to emphasise the actions of the accident</li> <li>• Use of repetition as the crash is repeated at the end of the passage as a nightmarish flashback, that presumably recurs</li> <li>• The presentation of the writer as an everyman figure, a boy who dreams of owning an impressive, fast car</li> <li>• The irony that the accident is caused, not by a powerful muscle car, but by a 10 year old car doing no more than 10 mph</li> <li>• The indifference of the police officer, arriving an hour later, is at odds with the enormity of the impact upon the writer</li> <li>• The self-recrimination of the final sentence - "Some of us only learn things the hard way."</li> </ul> <p data-bbox="389 1532 635 1565">Language features</p> <ul data-bbox="437 1568 1353 1874" style="list-style-type: none"> <li>• The use of short sentences for dramatic effect, "I was terrified"</li> <li>• The use of single sentence statements that are emphatic and unambiguous - "Pride" "Suddenly"</li> <li>• Use of rhetorical questions to suggest reasonableness of his position</li> <li>• The manner in which the language echoes the dreamlike state of the nightmare as the writer fails to even write in sentences.</li> <li>• The tripartite sentence that describes how he feels immediately after the accident is powerful, "I felt so shaken, so ashamed ..."</li> </ul>

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

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

Question number	Indicative content	Mark
5	<p>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.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"><li>• the passage begins by emphasising the ordinariness of Karen's wedding, which represents a real achievement</li><li>• Despite her accident Karen remains positive - "Absolutely brilliant"</li><li>• The title is ironic, and underplays her achievements in a self-effacing manner - "I never thought I could be this lucky"</li><li>• Karen's achievements stem from her mindset which is strong and determined- " I pushed myself to the limits" "the will to fight"</li><li>• She is fiercely independent as shown by her move into accommodation of her own</li><li>• Only a small section of the passage deals with the accident - only 14 out of 61 lines</li><li>• she is an optimistic person - " I was sure it was temporary"</li><li>• she fights through "gruelling" physiotherapy and learning to live alone</li><li>• she shows determination to rebuild her life</li><li>• the writer consistently uses emotive words and phrases - "tears of relief", "horrific", gruelling" to emphasise her triumph over adversity</li><li>• her achievement of taking up hand cycling is not enough in itself. Her achievement as first ever woman to hand cycle over the world's tallest mountain range emphasises the scale of her achievement and determination.</li><li>• Her driven nature is contrasted with her apparent lack of confidence in romance</li><li>• The final sentence of the passage points to further and irrepressible achievement</li></ul>	10

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

## 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.

Question number	Indicative content	Mark
6	<p>The audience and form of have not been specified and examiners should be open to a variety of acceptable responses to this task. Markers should use the grid below to award marks for this writing activity.</p> <p>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:</p> <ol style="list-style-type: none"><li>4. communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li><li>5. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features</li><li>6. use a range of sentence structures effectively, with accurate punctuation and spelling</li></ol> <p>Markers should allocate about a <b>third</b> of the total marks for accuracy in spelling, punctuation and grammar.</p> <p><i>The 'best fit' approach</i></p> <p>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 <b>corresponds most closely</b> to the overall quality of the response.</p>	10

Writing skills	Band/ Range	Descriptor The Candidate:
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 1</b> 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	<b>Band 2</b> 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.  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	<b>Band 3</b> 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.
Effectiveness of communication  Organisation	<b>Band 4</b> 7 - 8	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 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  Organisation  Spelling Punctuation Grammar	<b>Band 5</b> 9 -10	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.  Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.  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.



## 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

Question number	Indicative content	Mark
7	<p>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.</p> <p>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.</p> <p>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:</p> <ol style="list-style-type: none"><li>4. communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li><li>5. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features</li><li>6. use a range of sentence structures effectively, with accurate punctuation and spelling.</li></ol> <p>Markers should allocate about a <b>third</b> of the total marks for accuracy in spelling, punctuation and grammar.</p> <p><i>The 'best fit' approach</i></p> <ul style="list-style-type: none"><li>• 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 <b>corresponds most closely</b> to the overall quality of the response.</li></ul>	20

Writing skills	Band/ Range	Descriptor The Candidate:
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 1</b> 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	<b>Band 2</b> 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.  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	<b>Band 3</b> 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.
Effectiveness of communication  Organisation	<b>Band 4</b> 13 - 16	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 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  Organisation  Spelling Punctuation Grammar	<b>Band 5</b> 17 - 20	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.  Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.  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.

**Total for Section C: 20 Marks**

**Total for Paper: 60 Marks**



# 4355/03

## 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>

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.' '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

**Total for Section 1: 15 Marks**

## 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.

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 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 PAGES 12-13 FOR THE ASSESSMENT OBJECTIVE GRIDS.

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

### Writing Mark Scheme: Paper 3

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**



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