

Mark Scheme (Results) November 2009

IGCSE

IGCSE English Language (4355) Paper 1F

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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

Question number	Answer	Mark
1	Allow one mark for each up to a maximum of two marks: <ul style="list-style-type: none">• chicken• vegetables• fish• eggs (sea birds' or chickens').	(2)

Question number	Answer	Mark
2	Give one mark for each of the following up to a maximum of 3 marks: <ul style="list-style-type: none">• clean the lamp• clean the windows• make sure/check there was enough oil in the lamps• going out in the boat• keeping watch for ships in trouble. Allow one mark for a general comment about looking after the light or lighthouse, if no other examples are given.	(3)

Question number	Answer	Mark
3	<p>Give marks for recognising features of her life with a view of description rather than listing points up to a maximum of four marks:</p> <ul style="list-style-type: none"> • her relationships with her family must have been close • her life was limited by the lack of opportunity on the island • she appears to be a dutiful daughter • she appears to have little free time and there is no mention of hobbies or pastimes • she had to learn/be educated - to read, write, do mathematics, also learnt about history and geography • she had to learn how to care for a home - she learns to spin, sew, cook, do needlework • she helps to look after the lighthouse • she has to keep the house clean and tidy • she had to help her father when he went out in the boat • she had to keep watch for ships in trouble. 	(4)

Question number	Answer	Mark
4	<p>Examiners must reward all valid points that address the question. One mark for each point made up to a maximum of five marks:</p> <ul style="list-style-type: none"> • Grace goes because her brother is away • her father needs help with the boat/her father cannot carry out the rescue on his own • she has experience of helping him with the boat • Grace takes blankets to help warm the survivors • Grace has to handle the boat alone when her father is on the rock • Grace has to keep the boat from being smashed against the rocks • Grace helps the survivors into the boat. <p>Narrative account alone should not be rewarded with full marks, responses should acknowledge at least one of the first three bullet points above.</p>	(5)

Question number	Indicative content	Mark
5	<p>Examiners should reward all valid responses to the text and should credit some of the following key points:</p> <ul style="list-style-type: none"> • their work is helping others, by protecting ships from the rocks • the first sentence suggests a very simple lifestyle as part of a large family • the writer creates some sympathy and admiration for Grace as she and the family have to move from the simple, but well-appointed Brownsman Island, to the bleak and dangerous Farne Islands • despite living so far from civilisation, Grace is educated • Grace is practical and hard-working - sewing, needlecraft, etc • we admire the fact that she lives a hard life - "Work at the lighthouse was very hard" • the fact that she takes her turn, "day and night", watching for ships suggests dedication and tirelessness in her efforts • she stands in for her brothers and goes out in the boat helping her father with what is obviously heavier and harder work • there is no suggestion that Grace is at all reluctant to go with her father on a dangerous and uncomfortable journey in the rowing boat • Grace is caring and thoughtful in taking blankets to care for the survivors • knowing how wild the weather is, we admire Grace's bravery and skill as she single-handedly looks after the boat, preventing it from smashing on the nearby rocks • Grace's dissatisfaction with the trappings of success and her desire to return to her "usual work" suggests she has her feet on the ground and also that she has a vocation to help others • we admire Grace's selflessness and generosity as she gives away the gifts and medals that she had been given • the scale of Grace's funeral and the monument erected to her are a clear indication of how much she was loved and admired by others • by the time she is 19 she has been deserted by all but one of her brothers and sisters - on one hand we admire her selflessness and dedication to her task, on another hand we sympathise with her for not being able to work on the mainland or find a husband • Grace is modest and does not enjoy the attention she receives • we feel sorry that Grace dies so young and at the height of her fame • there is pathos as Grace dies in her father's arms, his loyal and brave daughter. 	(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
6	<p>Examiners should refer to the following indicative content and then to the table to come to an overall judgement. Examiners must reward all relevant material that shows an engagement with the text and an insight into the writer's technique. Note that the following list is neither prescriptive nor exhaustive. Candidates' points may not necessarily appear related to the specified subheading below, and they may make points outside the three bullets in the question. All responses should be marked on their own merit.</p> <p>the ways in which the explorers are shown to behave</p> <ul style="list-style-type: none"> • they used an inappropriate helicopter for their expedition • the fact that they caused the naval ship to be diverted from a valuable and genuinely adventurous task, "surveying uncharted waters", is a criticism • they phone Mr Smith's wife, not the emergency services • their history as explorers consists of many experiences that are either pointless or ill-fated • their attempt at demonstrating "good relations" between East and West almost led to military planes being scrambled <p>the things that other people say about them</p> <ul style="list-style-type: none"> • experts are used to question the judgement of the men; the hostility of the surroundings and the fact the helicopter was only single-engined is evidenced • 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 • use of verbatim accounts to undermine the men who presumably described their helicopter as "trusty", • Ms Vestey dismisses them as "boys" and describes their antics as "messing" • the emergency watch given as a wedding present suggests that others are aware of his calamitous behaviour 	(10)

	<p>the language that the writer uses</p> <ul style="list-style-type: none">• James Bond reference is used to tarnish our view of the men as overgrown children pretending to be in an adventure• their genuine experience is introduced only to be undermined with the phrase, "Despite their experience ..."• previous expedition described as "farce" - use of emotive language such as this• use of rhetorical question in the subtitle; "duo" makes them sound lightweight, lacking in seriousness, more like a comedy act than explorers• 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.	
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Mark	Descriptor
0	<p>The candidate:</p> <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.

Question number	Indicative content	Mark
7	<p>Markers should use the grid on the next page to award marks for this writing activity.</p> <p>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">1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features3. use a range of sentence structures effectively, with accurate punctuation and spelling. <p>Markers should allocate about a third 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	Descriptor
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 1 0 - 2</p>	<p>The candidate:</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>Band 2 3 - 4</p>	<p>Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. A basic grasp of the purpose and of the expectations/requirements of the intended reader is 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>Band 3 5 - 6</p>	<p>Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader. 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>

Effectiveness of communication	Band 4 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		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 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.
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.

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
8	<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 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">1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features3. use a range of sentence structures effectively, with accurate punctuation and spelling. <p>Markers should allocate about a third 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	Descriptor
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 1 0 - 4</p>	<p>The candidate:</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>Band 2 5 - 8</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>Band 3 9 - 12</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>

Effectiveness of communication	Band 4 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		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 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.
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.

Total for Section C: 20 Marks

Total for Paper: 60 Marks

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