

# Principal Examiner Feedback

November 2009

IGCSE

IGCSE English Language (4355) Paper 1F

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## Section A: Reading

### Questions 1-6

The passage studied in Section A related the true story of Grace Darling who became a heroine to the Victorians when, as a young girl, she took part in a dangerous rescue in rough seas that saved the lives of many stranded passengers. The passage proved to be accessible to almost all candidates, with very few experiencing any difficulties in reading comprehension. The lower mark tariff questions provided a useful lead into the passage and were generally done well, with most candidates recognising features of Grace's life on the island and the work of her father. Question 5 as the high mark tariff question specifically asked candidates to address the question of writer's technique and reader engagement. Some candidates were able to recognise how there are different elements to the passage. The story is not just one of the exciting rescue, in fact that occupies very little of the overall passage. Our interest is in Grace herself and the simple life that that she led, her selflessness and her generosity. Some recognised how the writer creates pathos, as Grace dies at a young age in her father's arms, a reluctant hero. The better answers were those that saw variety and range and were able to successfully explain and support that view.

## Section B: Reading and Writing

### Question 6

Section B was based upon the pre-prepared text from the Edexcel Anthology, *Explorers, or boys messing about? Either way, taxpayer gets rescue bill*. Almost all candidates seemed to have knowledge of the text and were able to articulate their views upon the explorers and how they behaved. Stronger responses were those that were able to focus upon the writer and how he makes his opinions clear as he describes what happened to the two men. It is a lesson in how language can never be neutral. It may be useful for candidates to consider that the bullet points are not free-standing items to be addressed independently, but are to be considered as a scaffold or structure that will enable them to better answer the question. Some answers did this and made good use of the views of a range of others, including the Navy and the helicopter experts. Weaker answers often though that this was an opportunity to give their own views upon the antics of the explorers.

### Question 7

The writing task in Section B gave candidates an open opportunity to explain where they would like to go and why. This was accessible to all. Weaker responses tended just to write about where, with little understanding of why this was an important destination to them. Better responses addressed the question and wrote with conviction and interest in a manner that interested the reader and allowed them to share their interest in and desire to visit another place.

## Section C: Writing

### Question 8

All candidates felt able to give their views on what additional activities should be offered by their own school outside normal lesson time. The better responses were those that demonstrated a clear sense of form and audience, both of which were

clearly defined in the question. Weaker responses were often brief, sometimes fractured and incomplete. They tended to only respond to the first bullet point listing things they would like to see offered, rather than being able to justify and expand upon their selection in a meaningful and engaging manner.

**iGCSE English Language:**

**Option 1**

03 WRITTEN ALTERNATIVE

1F WRITTEN PAPER 1F

Paper No	C	D	E	F	G
Lwr	57	47	38	29	20

**Option 2**

04 WRITTEN COURSEWORK

05 SPEAKING & LISTENING CSWK

1F WRITTEN PAPER 1F

Paper No	C	D	E	F	G
Lwr	57	47	35	24	13

**Option 3**

03 WRITTEN ALTERNATIVE

2H WRITTEN PAPER 2H

Paper No	*	A	B	C	D	E
Lwr	77	68	59	51	42	37

**Option 4**

04 WRITTEN COURSEWORK

05 SPEAKING & LISTENING CSWK

2H WRITTEN PAPER 2H

Paper No	*	A	B	C	D	E
Lwr	82	72	62	53	42	36

**Option 5**

04T TRANSFERRED WRITTEN CSWK.

05T TRANSF.SPEAK.& LIST.CSWK

1F WRITTEN PAPER 1F

Paper No	C	D	E	F	G
Lwr	59	47	35	24	13

**Option 6**

04T TRANSFERRED WRITTEN CSWK.

05T TRANSF.SPEAK.& LIST.CSWK

2H WRITTEN PAPER 2H

Paper No	*	A	B	C	D	E
Lwr	82	72	62	53	42	36

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

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