

# Mark Scheme (Results) November 2010

IGCSE

## IGCSE English Language (4355/1F)

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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	Indicative Content	Mark
1	The only correct answer is: <ul style="list-style-type: none"><li>• 1,000/one thousand.</li></ul>	1

Question number	Indicative Content	Mark
2	Examiners should award one mark for each of the following up to a maximum of three: <ul style="list-style-type: none"><li>• the muddy paths</li><li>• stray dogs</li><li>• dogs feeding on rubbish</li><li>• rubbish allowed to rot in the street</li><li>• the factories are "shabby"</li><li>• the factories "were all made from scraps of old rusty metal".</li></ul>	3

Question number	Indicative Content	Mark
3	<p>Examiners should award one mark for each of the following up to a maximum of two:</p> <ul style="list-style-type: none"> <li>• they are “all perfectly spaced in lines”</li> <li>• they all “sew with the same steady rhythm”</li> <li>• they are “all hunched over”</li> <li>• they are all in a “zombie like state” .</li> <li>• They are all obedient</li> <li>• They all have bleeding fingers</li> <li>• They are all scared (to look up)</li> </ul> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• they all sew.</li> </ul>	2

Question number	Indicative Content	Mark
4	<p>Examiners should reward all valid responses up to a maximum of three marks.</p> <p>The following list is indicative only. Accept any valid points.</p> <ul style="list-style-type: none"> <li>• he is an “angry looking man”</li> <li>• his strong arm suggests that he may be a bully</li> <li>• the owner’s huge size implies a threat compared to the small children</li> <li>• the writer and guide have to ask permission, suggesting that he guards etc</li> <li>• suggesting that he guards access to the children closely</li> <li>• he limits them to only 15 minutes, indicating a lack of openness towards the writer</li> <li>• the way he speaks to the writer: “Only fifteen minutes. do not distract the children from their work!”</li> <li>• the manner in which boys are too scared to look up or to talk supports the view that he is a bully</li> <li>• he exploits the boys, making them work for close to 100 hours per week for a small wage</li> <li>• Mo has to check with the owner before he speaks</li> <li>• Mo says when they make mistakes they get into trouble</li> <li>• he doesn’t give the boys much food.</li> <li>• he is boastful</li> </ul>	3

Question number	Indicative content	Mark
5	<p>Examiners should reward all valid responses up to a maximum of five marks.</p> <p>The following list is indicative only. Accept any valid points.</p> <ul style="list-style-type: none"> <li>• he is initially presented as alert, rather than cowed, seeing the writer before the writer sees him</li> <li>• despite his appalling working conditions, Mo has spirit and is described as “cheeky”</li> <li>• Mo’s ownership of a pen suggests an aspiration to education/a symbol of non-conformity/pride in his possessions</li> <li>• Mo is a dutiful/thoughtful/stoic son who works in these awful conditions, seemingly without complaint, because of his loyalty to his family</li> <li>• he is responsible, providing for his mother and family through his meagre earnings</li> <li>• Mo is rebellious - knowing it is not allowed he still tells the writer about being kept short of food</li> <li>• Mo still retains some optimism despite his hardships.</li> </ul> <p>The questions asks for own words.</p>	5

Question number	Indicative content	Mark
6	<p>Examiners should reward all valid responses up to a maximum of six marks.</p> <p>The following list is indicative only. Accept any valid points.</p> <ul style="list-style-type: none"> <li>• the passage opens with short, simple sentences that are stark and abrupt in their presentation of Darwin</li> <li>• the opening paragraph uses statistics for emphasis.</li> <li>• the writer uses his own preconceptions to prepare the reader for what it will be like</li> <li>• the writer creates an atmosphere of neglect and decay as he enters the town, using the detail of the rotting rubbish and the scavenging animals</li> <li>• the writer creates a strong contrast between the luxurious and expensive products of the factory and the dirty and cruel conditions of their manufacture</li> <li>• the inherent threat from the owner dominates the conversations with Mo, suggesting a regime of starvation and physical bullying</li> <li>• the dreadful home conditions are depicted in lines 39 to 43. Even worse, we learn later that however bad conditions in the factory may be, they are still preferable to those at home</li> <li>• the writer creates genuine sympathy for Mo as we see him adopt a “zombie like” state, after being so lively, cheeky and engaging</li> <li>• a very powerful effect is achieved through the text-level structuring of the piece: cyclical structure/using individual to represent the whole and vice-versa</li> <li>• the final, emotive, word echoes the opening and leaves us with a sharp and poignant understanding of what life is like in Darwin</li> <li>• there is use of emotive language throughout e.g “dreadful”, “fear”; “poverty”; “poor children”; “suffering”</li> <li>• some use of repetition - “row after row” to suggest monotony and a lack of individuality that is repeated in the working conditions for the boys within the factories</li> <li>• the writer cleverly moves the term “owner”, from meaning factory owner, to being the “owner” of the boys. This strongly suggests slavery and all that that implies</li> <li>• the image of the chessboard stresses the boys’ powerlessness and lack of individuality</li> <li>• the final single-sentence paragraph uses ellipsis, possibly to suggest a sense of disbelief on the part of the writer.</li> <li>• the final ellipsis slows the pace down, allowing greater time for reflection</li> <li>• the passage is heavy with alliteration - emphasizes monotony etc.</li> <li>• there is variation in sentence structure throughout</li> <li>• the use of direct speech brings the passage to life.</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

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.</p> <p>Candidates may refer to some of the following points:</p> <p><i>the layout of the passage, the use of sub-headings and bullet points</i></p> <ul style="list-style-type: none"> <li>• bullet points used to break down a long list of indigestible facts, making them accessible to the eye and the reader</li> <li>• sub-heading indicate structure of the passage and split into manageable chunks</li> <li>• some sub-headings use a rhetorical question style</li> <li>• sub-headings are all in a larger and bolder font to break up the visual appearance of the text.</li> </ul> <p><i>other methods of presenting facts</i></p> <ul style="list-style-type: none"> <li>• the tone is authoritative and densely factual throughout</li> <li>• expert witnesses are used to mediate or endorse facts and opinions e.g. Bill Napier</li> <li>• the passage begins with a series of factual certainties before moving onto questions and uncertainty</li> <li>• the absence of any illustrations is telling in terms of its expectations from the reader and the level of visualisation that is required.</li> </ul> <p><i>the use of language</i></p> <ul style="list-style-type: none"> <li>• initial use of the second person, "if you collected" to personalise the passage and interest the reader</li> <li>• mainly written in 3<sup>rd</sup> person plural, emphasising the shared nature of the potential experience - "which should we worry about?"</li> <li>• some sub-headings use a rhetorical question style, reminiscent of a FAQ section, which may</li> </ul>	10

	<p>be a familiar format for readers</p> <ul style="list-style-type: none"> <li>• informed use of technical language - "tsunami", Seismic"</li> <li>• slightly colloquial use of contractions, "What's the .." produces a semi-conversational tone at times</li> <li>• uses emotive and visual language, "burnt to a cinder", "smashed"</li> <li>• uses figurative language, "The Earth's dusty shroud"</li> <li>• initial suggestion of factual certainty is undermined by questioning sub-headings</li> <li>• ends on a question.</li> </ul>	
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Mark	Descriptor
	<b>The candidate:</b>
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. In this case, a diary entry is what is called for. 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 <b>corresponds most closely</b> to the overall quality of the response.</p>	10

Writing skills	Band/ Range	Descriptor
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 1</b> 0 - 2	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Organisation is simple with limited success in opening and development.</li> <li>• 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.</li> </ul>
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 2</b> 3 - 4	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices.</li> <li>• 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.</li> </ul>
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 3</b> 5 - 6	<ul style="list-style-type: none"> <li>• Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown</li> <li>• Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences.</li> <li>• Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.</li> <li>• 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.</li> </ul>

<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 4</b></p> <p>7 - 8</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</li> <li>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.</li> </ul>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 5</b></p> <p>9 -10</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.</li> <li>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.</li> </ul>

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		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 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>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 <b>corresponds most closely</b> to the overall quality of the response.</p>	20

Writing skills	Band/ Range	Descriptor
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 1</b> 0 - 4	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Organisation is simple with limited success in opening and development.</li> <li>• 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.</li> </ul>
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 2</b> 5 - 8	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way. There is evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and expectations/requirements of the intended reader.</li> <li>• Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices.</li> <li>• 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.</li> </ul>
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 3</b> 9 - 12	<ul style="list-style-type: none"> <li>• Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown.</li> <li>• Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences.</li> <li>• Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.</li> <li>• 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.</li> </ul>

Effectiveness of communication	<b>Band 4</b> 13 - 16	<ul style="list-style-type: none"> <li>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.</li> </ul>
Organisation		<ul style="list-style-type: none"> <li>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</li> </ul>
Spelling Punctuation Grammar		<ul style="list-style-type: none"> <li>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.</li> </ul>
Effectiveness of communication	<b>Band 5</b> 17 - 20	<ul style="list-style-type: none"> <li>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.</li> </ul>
Organisation		<ul style="list-style-type: none"> <li>Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.</li> </ul>
Spelling Punctuation Grammar		<ul style="list-style-type: none"> <li>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.</li> </ul>

**Total for Section C: 20 Marks**

**Total for Paper: 60 Marks**

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