

IGCSE

London Examinations IGCSE

English Language (4355)

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Additional Specimen Papers and Mark Schemes

London Examinations IGCSE

English Language
(4355)

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Paper Reference(s)

4355/1F

London Examinations

IGCSE

English Language

Paper 1F

Foundation Tier

Specimen Paper

Time: 2 hours

Materials required for examination

Answer booklet

Items included with question papers

None

Instructions to Candidates

Answer **ALL** the questions.

In the boxes on your answer book, write the name of your examining body (London Examinations), the subject title (English Language), the paper reference (4355/1F), your centre number and candidate number, your surname, initial(s) and signature.

Answer the questions in your answer book. Make sure your answers are clearly numbered.

Information for Candidates

There are 8 pages in this question paper. All blank pages are indicated.

The total mark for this paper is **60**. The marks for the various parts of questions are shown in round brackets, e.g. (2).

Copies of the London Examinations Anthology may **not** be brought into the examination.

Dictionaries may **not** be used in this examination.

Advice to Candidates

You are reminded of the importance of clear English and careful presentation in your answers.

You are advised to spend about 40 minutes on each section of this paper.

Specimen

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Section A: Reading

You should spend about 40 minutes on this section.

Read the following passage carefully and then answer questions 1 to 6 which follow.

A Real Miracle!

(In this passage the writer tells us about his childhood as he grows up in the north of England in the 1920s. The writer comes from a poor working family whose life is often hard.)

There can be no question about it. Brenda was unusually bright. To everyone's surprise, she topped the state examinations for eleven-year-olds in the county. And she did it without a book in the house, and without special coaching. It was a real miracle. Her name was in the newspaper. Jenny showed it to me. It was the first time I'd seen our name in print and it had quite an effect on me. It made me giddy. The next day I expected everyone to stop me in the street and ask me if I was the brother of the girl whose name was in the paper, and who was going to go to the Grammar School in Preston. Nobody did. I became so disappointed that I stopped a number of people to tell them that I was Brenda's brother. I told them how she had won a scholarship to go to a special school for girls at Preston, ten miles away. She was going to ride the train there and back everyday without paying. Nobody seemed impressed.

After several days a letter arrived from the school board about Brenda. I heard my parents discussing it in the kitchen.

'Uniforms, including stockings are provided,' said father studying a list. 'Train fare as well,' he continued. 'And books and pencils.'

'Well, imagine that,' said mother, 'I reckon they must have money comin' out of their ears.'

There was a pause.

'What's it say about shoes?' asked mother. 'She can't go to college in clogs¹.'

'Um, they're fussy.'

A still longer pause. 'Her feet have long outgrown what shoes she had.'

'Well, we can borrow money to buy shoes, or we can leave her where she is,' father said finally. 'We might be making a fuss about nothing, Maggie. It's not good to put big ideas into young people's heads. What use is there in this learning when she could be doing real work?'

Although I was very young I knew something was wrong. I wanted to shout through the cracks beneath my bed, 'Brenda's name was in the paper! You can't stop her going to Preston because she hasn't got shoes.'

But I didn't shout. Nobody did. To my knowledge, not even members of the school board got involved. Why didn't grandmother Bridget intervene? She was after all the most educated among us. She was always on to us about 'learnin'.

40 Brenda didn't go to Preston. One night when she came back from the lending library, I heard father tell her that they couldn't send her to school because she didn't have shoes, and they couldn't afford to buy them. Brenda didn't throw a fit, which is what I wanted her to do. Apart from a mumbled word or two, she accepted their decision. The matter was never discussed again. A brilliant opportunity was denied her.

50 I think father was to blame. Somebody, somewhere would surely have paid for the shoes had he gone and asked, but he was too proud to beg. Why didn't he buy a used pair, I wondered. The truth is he wasn't interested in education for his children. It wasn't because Brenda was a girl, I think he would have done the same thing had it been my brother Dan. He never encouraged any of us to better ourselves or to make the best of our talents by schooling. Education and keeping up the family prestige didn't matter in our lives; spinning and weaving did. The mills² were our destiny. There was nothing dishonourable in that. What had been good enough for him, and for his father and grandfather, was good enough for us. It's where we belonged. It was our position in life and each should be satisfied with his position. Instead of going on to higher education, Brenda entered
60 the mill at twelve.

¹clogs: hard-wearing work shoes made out of wood

²mills: factories where cotton was woven

Turn over

Now answer the following questions.

1. How far away from Brenda's home was the school? (1)
2. Give **two** reasons why it was surprising that Brenda came top of the state examinations for eleven-year-olds in the county. (2)
3. Look at lines 1 to 11. What were the writer's thoughts and feelings on the day after he heard that his sister had gained a place at the school? (3)
4. Brenda did not go to the school in the end. Give **four** reasons for this. (4)
5. Look again at lines 47 to 60. Why does the writer blame his father for Brenda not going to the school? (4)
6. The writer is looking back as an adult to his own childhood. How does he make us understand things from a child's viewpoint?

You may include **brief** quotations from the passage to support your answer. (6)

Total for Section A: 20 Marks

Section B: Reading and Writing

You should spend about 40 minutes on this section.

You must answer questions 7 and 8.

7. Remind yourself of the passage from the Anthology, *Harriet Tubman*, which is printed at the end of this examination paper.

How does the writer present Harriet Tubman as a strong character?

In your answer you should write about

- what we learn about her life and achievements
- the way she was treated by others
- the language that the writer uses.

You may include **brief** quotations from the passage to support your answer.

(10 Marks for Reading)

8. Write about a time in your life when you achieved something that was difficult to do.

(10 Marks for Writing)

Total for Section B: 20 Marks

Section C: Writing

You should spend about 40 minutes on this section.

9. ‘You learn more about life outside school than you ever do in the classroom.’

Write about a memorable experience you have had in or out of school and explain why it was so important to you.

Total for Section C: 20 Marks

TOTAL FOR PAPER: 60 MARKS

END

Turn over

Harriet Tubman



Harriet Tubman was born into slavery in Dorchester County on the Eastern shore of Maryland. Her parents, Benjamin Ross and Harriet Green, were enslaved Ashanti Africans who had eleven children, and saw many of the older children sold into the Deep South. At five years old, Araminta was "rented" to neighbours to do housework. She was never very good at household chores, and was beaten regularly by her owners. She was, of course,

10 not educated to read or write. She eventually was assigned work as a field hand, which she preferred to household work. Although she was a small woman, she was strong, and her time working in the fields probably contributed to her strength. In 1844 or 1845, Harriet married John Tubman, a free black. She always contemplated freedom and resented her situation.

In 1849, several events came together to motivate Harriet Tubman to act. She heard that two of her brothers were about to be sold in the Deep South. Her husband threatened to sell her, too. She tried to persuade her brothers to escape with her, but ended up leaving alone, making her way
20 to Philadelphia, and freedom. The year after Harriet Tubman's arrival in the North, she decided to return to Maryland to free her sister and her sister's family. In the next 16 years, she returned 18 or 19 more times, bringing a total of over 200 slaves out of slavery.

When Tubman first arrived in Philadelphia, she was, under the law of the time, a free woman. But the next year, with the passage of the Fugitive Slave Act, her status changed: she became instead, a fugitive slave, and all citizens were obligated under the law to aid in her recapture and return. So she had to operate as quietly as possible, but nevertheless she was soon known throughout abolitionist circles and the freedmen's
30 communities.

As the impact of the Fugitive Slave Act became clear, Tubman began guiding her "passengers" on the "underground" railway all the way to Canada, where they would be truly free. From 1851 through 1857, she herself lived part of the year in St. Catherines, Canada, as well as spending some time in the area of Auburn, New York, where many of the citizens were anti-slavery.

Among those she brought out of slavery were members of her own family. She freed three of her brothers in 1854, bringing them to St. Catherines. In 1857, on one of her trips to Maryland, Harriet Tubman was able to bring
40 both of her parents to freedom. She first established them in Canada, but they could not take the climate, and so she settled them on land she bought in Auburn with the aid of abolitionist supporters. Her trips were largely financed by her own funds, earned as a cook and laundress. But she did get other support from many of the leading figures of New England, and many key abolitionists.

After the Civil War broke out, Harriet Tubman went South to assist and work with "contrabands" - escaped slaves who were attached to the Union Army. She also briefly went to Florida on a similar mission.

50 In July of 1863, Tubman led troops under the command of Colonel James Montgomery in the Combahee River expedition, disrupting Southern supply lines by destroying bridges and railroads. The mission also freed more than 750 slaves. Harriet Tubman is credited not only with significant leadership responsibilities for the mission itself, but with singing to calm the slaves and keep the situation in hand. Tubman came under Confederate fire on this mission. General Saxton, who reported the raid to Secretary of War Stanton, said, "This is the only military command in American history wherein a woman, black or white, led the raid and under whose inspiration it was originated and conducted." Tubman believed that she was in the employ of the U.S. Army. When she received her first pay

60 check, she spent it to build a place where freed black women could earn a living doing laundry for the soldiers. But then she wasn't paid regularly again, and wasn't given the military rations she believed she was entitled to. She was paid only a total of \$200 in three years of service. She supported herself and her work by selling baked goods and root beer which she worked on after her work duties were complete.

In the immediate aftermath of the Civil War, Harriet Tubman worked to establish schools for freedmen in South Carolina. While she never learned to read and write, she appreciated the value of education for the future of freedom.

70 In 1896, in a touching link to the next generation of African American women activists, Harriet Tubman spoke at the first meeting of the National Association of Coloured Women. Thinking of the future and continuing her support for aged and poor African Americans, Tubman established a home, incorporated in 1903 and opened in 1908, initially called the John Brown Home for Aged and Indigent Coloured People, and later named after her instead. The home, to which she moved in 1911, continued for several years after her death on March 10, 1913, of pneumonia. She was buried with full military honours.

Jone Johnson Lewis

Turn over

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Paper Reference(s)

4355/2H

London Examinations

IGCSE

English Language

Paper 2H

Higher Tier

Specimen Paper

Time: 2 hours

Materials required for examination

Answer booklet

Items included with question papers

None

Instructions to Candidates

Answer **ALL** the questions.

In the boxes on your answer book, write the name of your examining body (London Examinations), the subject title (English Language), the paper reference (4355/2H), your centre number and candidate number, your surname, initial(s) and signature.

Answer the questions in your answer book. Make sure your answers are clearly numbered.

Information for Candidates

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The total mark for this paper is **60**. The marks for the various parts of questions are shown in round brackets, e.g. **(2)**.

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Advice to Candidates

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Turn over
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Section A: Reading

You should spend about 40 minutes on this section.

Read the following passage carefully and then answer questions 1 to 3 which follow.

The Trials of Life

In this passage David Attenborough describes the extraordinary journey that land crabs make every year in order to spawn (release their eggs).

It is midnight on the coast of Christmas Island in the Indian Ocean, two hundred miles south of Java. The November moon is in its third quarter and the tide is coming in. Behind the narrow sandy beaches stands a sheer cliff of coral rock, seventy feet high. On its vertical face, clinging beneath overhangs, jammed three or four deep into cracks, are a million scarlet crabs. In places, they are so crowded that their bodies touch and the cliff seems to have been painted crimson. These crabs are found nowhere else in the world. They are large animals with glossy rounded shells five inches across. All are females, each with a huge mass of brown eggs bulging beneath the semi-circular flap on her underside. They are about to spawn.

A month ago they, together with the males, left the burrows on the floor of the forest inland where they had spent most of the year and began a long march to the coast. Then the vast size of their population became dramatically apparent. There were about one hundred and twenty million of them. They moved mostly in the early morning or the evening, for they dry out easily and cannot withstand the full tropical sun. But when the sun went behind the clouds, and particularly after a rain shower when the undergrowth was moist, they travelled during much of the day. Nothing deterred them. In places their traditional routes cross roads that were made by the people who now live on Christmas Island. Thousands of the marchers were inevitably crushed beneath the wheels of the traffic but still, day after day for two weeks or so, they kept coming. When they reached the coast, the males then excavated burrows and there mated with the females. The males then returned inland, but the females had to wait in the burrows for a further two weeks while their fertilised eggs matured.

And now the moment to release the eggs has arrived. The crabs have climbed down the cliffs, for their eggs must be deposited directly into the sea if they are to hatch. But this is not without hazard. Although the crabs' distant ancestors came from the sea, these are land crabs. They breathe air and they cannot swim. If they lose their

hold on the rock or are swept away by the waves, they will certainly drown.

40 As the tide reaches its height, the width of the beach is reduced to a few yards. The females move down from the cliffs, across the shingle to the breakers, scrambling over one another in their anxiety to get to the water. Soon the sea is fringed with a moving scarlet carpet of glinting shells, grappling legs and craning stick-like eyes. When at last the waves sluice over them, each shakes her body convulsively so that the brown eggs swirl away in the water and, with a touching gesture of apparent exultation, lifts her claws above her head as if waving a salute.

50 At either end of the beach, where the sea beats directly on the face of the cliffs, the crabs have a harder time of it. So great is the traffic between those striving to clamber down to the sea and those who, having spawned, are attempting to get back again, that many cannot reach the water. They are thus compelled to release their eggs while they are still high on the rock and a brown rain of spawn falls sporadically from as high as twenty feet. In the confusion, many crabs lose their foothold, tumble into the water and are swept away.

60 Each one of these females sheds about a hundred thousand eggs. The waves and the water beyond have become a thick brown soup. As the sky lightens in the east, the crabs leave the water's edge and are on their way back to the forest. Only a few stragglers remain on the shore. Here and there, limp bodies float in the shallows and great expanses of the beach are covered with a layer of brown grains that are not sand but eggs. The extraordinary laying is over for another year and the crabs' offspring, abandoned, must now look after themselves.

Turn over

Now answer the following questions.

1. Give **four** phrases which the writer uses to emphasise the huge numbers of crabs that take part in this journey. (4)

2. Look again at lines 12 to 29 of *The Trials of Life*. Describe, **in your own words**, the journey the crabs make. (4)

3. How does the writer involve the reader in the events he describes?

In your answer you should write about

- how the writer makes the reader feel sympathy for the crabs
- how the writer builds a sense of wonder and excitement.

You may include **brief** quotations from the passage to support your answer.

(12)

Total for Section A: 20 Marks

Section B: Reading and Writing

You should spend about 40 minutes on this section.

You must answer questions 4 and 5.

4. Remind yourself of the passage from the Anthology, *Impact Alert – Asteroids*, which is printed at the end of this examination paper.

How does the writer make the subject of an asteroid impact appealing to the reader?

In your answer you should write about

- content
- layout
- use of language.

You may include **brief** quotations from the passage to support your answer.

(10 Marks for Reading)

5. Imagine you have witnessed a natural disaster, such as a flood or an earthquake.

Write a report for your local radio station describing what you saw.

(10 Marks for Writing)

Total for Section B: 20 Marks

Section C: Writing

You should spend about 40 minutes on this section.

6. Imagine that your class has raised a large sum of money to be donated to a charity or good cause. Your teacher has asked for suggestions about how the money should be used.

Explain which charity or good cause you would like to give the money to, and why.

Total for Section C: 20 Marks

TOTAL FOR PAPER: 60 MARKS

END

Turn over

Impact alert – asteroids

Asteroid facts

- an asteroid is an irregularly shaped lump of rock, measuring between 10m and 10km across.
- if you collected together all known asteroids, they would weigh less than the Moon.
- being composed of minerals and metals, asteroids are potentially worth a fortune.
- it is estimated that 30,000 asteroid fragments – meteorites – fall on the Earth every year. The vast majority land in deserts or in the seas, which between them make up most of the surface area of the Earth, and so they are not recovered.

What’s the probability of Earth being hit by an asteroid in the near future?

Our being hit by a large asteroid in the future is a certainty. The question is when, and that is what astronomers are trying to find out now.

How much warning time do you think we might have?

We should be able to get 80 or 100 years’ notice.

What’s the best way to deflect a hazardous asteroid?

There is no best way because all asteroids are different.

What to expect if one hits

- 20 Looking at the eyewitness reports from the 1908 Tunguska comet-impact, in Siberia, tells us what to expect if an asteroid hits the Earth. Amazingly, no people were killed but over a thousand reindeer were burnt to a cinder. As the shock wave smashed through the forest, it felled trees and stripped them of branches, leaving them looking like telegraph poles. Hunters, further away, were knocked unconscious and thrown to the ground by the blast. Everyone within 1,000 km of the impact saw the great flash in the sky from the explosion. The devastation covers an area approximately the size of Greater London. Should such an impact occur over any city, the human death toll would be measured in millions.

- 30 Tunguska was caused by an object no bigger than 100m in diameter, and you can expect impacts of that type every century or so. Of course, most will take place over one or other of the vast majority of unpopulated areas.

In the case of a repeat of the dinosaur-killing impact of 65 million years ago, the proposed scenario is almost unthinkable. When a 10km-sized asteroid hits the ground, it will throw so much dust into the air that the planet will be bathed in a fiery meteor storm. Bill Napier, an astronomer from Armagh Observatory, says: “Global destruction occurs largely through the ejection of hot ash, causing huge numbers of shooting stars that just incinerate everything. Then there would be a massive destruction of the atmosphere.”

40 The chemicals released by the impact are likely to destroy the ozone layer and create enormous quantities of acid rain. The dust that does not fall back as meteorites becomes suspended in the atmosphere, blocking out the sunlight.

Seismic waves from the Tunguska impact were registered around the world. After a ‘dinosaur-killer’, the entire planet would be wracked with earthquakes. “I think conservatively, you are talking about Richter 9 quakes,” says Napier.

Would life survive a big one?

50 Throughout Earth’s history there have been at least five mass extinctions. The last one was of the dinosaurs. Every time, life survived and built up once again. So although life in some form would continue, predicting what would live and what might die is difficult. Without sunlight for photosynthesis, because of the Earth’s dusty shroud, the collapse of food chains on land and in the upper layers of the oceans seems inevitable. Perhaps seeds will survive to start again when the dust settles. Small scavengers such as rats and cockroaches might be able to adapt to the new regime. Life very deep on the ocean floor, around hot water vents, would probably be unaffected.

Worst Case Scenario

So, which should we worry about: global catastrophe dinosaur-killer size, or smaller city-smashers? Napier says: “I think the biggest danger is a Tunguska – or super-Tunguska-sized object. Especially if it lands on water, the Atlantic, say. The tsunami caused by this would be disastrous for cities around the Atlantic rim.”

60 Between the 100m class and the 10km class is a size range of objects that also causes concern. They are the asteroids measuring about 1km across. These would not cause global devastation but could have global consequences, with massive damage in every country on Earth. It is estimated that such an impact would cause the death of about a third of the world’s population: billions of lives. So although the human race would survive, the biggest question is: could civilisation?

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Paper Reference(s)

4355/03

London Examinations

IGCSE

English Language

Paper 3

Common to both tiers

Specimen Paper

Time: 1½ hours

Materials required for examination

Answer booklet

Items included with question papers

None

Instructions to Candidates

Answer **both** questions.

In the boxes on your answer book, write the name of the examining body (London Examinations), the subject title (English Language), the paper reference (4355/03), your centre number and candidate number, your surname, initial(s) and signature.

Information for Candidates

There are 4 pages in this question paper. All blank pages are indicated.

The total mark for this paper is **30**. The marks for the various parts of questions are shown in round brackets, e.g. (2).

Copies of the London Examinations Anthology may **not** be brought into the examination. Dictionaries may **not** be used in this examination.

Advice to Candidates

You are reminded of the importance of clear English and careful presentation in your answers. You are advised to spend about 45 minutes on each of the two questions in this paper.

Specimen

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Turn over
 **London Examinations**
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Answer both questions.

You should spend about 45 minutes on question 1 and about 45 minutes on question 2.

1. Remind yourself of the poem in the Anthology, *Electricity Comes to Cocoa Bottom*, which is printed at the end of this examination paper.

How does the writer bring to life people's feelings about, and reactions to, the events described in the poem?

In your answer you should write about

- Grannie Patterson and Mr. Samuel
- the children
- the importance of the 'voice' in the wind
- the vivid and dramatic use of language.

You may use **brief** quotations from the poem to support your answer.

Total for question 1: 15 marks

2. Write on **ONE** of the following.

Either

- (a) A friend wants to have a special celebration for his or her birthday and has asked you for advice. Give your ideas on what would make a perfect celebration.

Or

- (b) A newspaper article has claimed that scientific and technological progress has not always been good for mankind.

Write a persuasive letter to a local newspaper, giving your views on this subject.

Or

- (c) "The moment had passed."

Write a story, ending with these words.

Total for question 2: 15 marks

TOTAL FOR PAPER: 30 MARKS

END

Electricity Comes to Cocoa Bottom

Then all the children of Cocoa Bottom
went to see Mr. Samuel's electric lights.
They camped on the grass bank outside his house,
their lamps filled with oil,
waiting for sunset,
watching the sky turn yellow, orange.
Grannie Patterson across the road
peeped through the crack in her porch door.
The cable was drawn like a pencil line across the sun.
The fireflies waited in the shadows,
their lanterns off.
The kling-klings¹ swooped in from the hills,
congregating in the orange trees.
A breeze coming home from sea held its breath;
bamboo lining the dirt road stopped its swaying,
and evening came as soft as chiffon curtains:
Closing. Closing.

Light!
Mr. Samuel smiling on the verandah –
a silhouette against the yellow shimmer behind him –
and there arising such a gasp,
such a fluttering of wings,
tweet-a-whit,
such a swaying, swaying.
Light! Marvellous light!
And then the breeze rose up from above the trees,
swelling and swelling into a wind
such that the long grass bent forward
stretching across the bank like so many bowed heads.
And a voice in the wind whispered:
Is there one among us to record this moment?
But there was none –

no one (except for a few warm rocks
hidden among mongoose ferns) even heard a sound.
Already the children of Cocoa Bottom
had lit their lamps for the dark journey home,
and it was too late –
the moment had passed.

Marcia Douglas

¹Kling-klings: birds

**Edexcel International
London Examinations
IGCSE**

**IGCSE English Language (4355)
Mark schemes for additional specimen papers
Paper 1F (Foundation Tier)**

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.

1. *How far away from Brenda's home was the school?*

1 mark

- ten miles away

2. *Give **two** reasons why it was surprising that Brenda came top of the state examinations for 11 year olds in the county.*

2 marks

- she did it without a book in the house
- she had no special coaching

3. *Look at lines 1 to 11. What were the writer's thoughts and feelings on the day after he heard that his sister had gained a place at the school?*

3 marks

Examiners should reward all valid responses to the passage and should credit some of the following key points

- it made him giddy
- he considered it a miracle
- he expected to be stopped in the street and questioned
- he became disappointed when he was not stopped and questioned.

4. *Brenda did not go to the school in the end. Give **four** reasons for this.*

4 marks

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.

- she didn't have any shoes
- father wouldn't buy her any shoes
- the family was too poor to buy her shoes
- father wouldn't even buy her second hand shoes
- the school was "fussy"
- father didn't want her to go
- father didn't see any value in education; he thought that she should be doing "real work".

5. Look again at lines 47 to 60. Why does the writer blame his father for Brenda not going to the school?

4 marks

- he considers his father to be have been "too proud to beg"
- father never encouraged any of the children to better themselves through education
- father believed that the family were "destined" to be manual labourers
- father didn't care about family prestige
- father did care about family prestige, but only in the sense that it was inextricably connected with their roles as spinners and weavers

6. The writer is looking back as an adult to his own childhood. How does he make us understand things from a child's viewpoint?

You may include **brief** quotations from the passage to support your answer.

6 marks

Candidates may make the point, as it does in the introduction, that this passage is actually written by an adult who is retelling some of his childhood experiences. Credit responses that deal with the passage in this way and refer to the developed understanding of family values, the adult vocabulary and sentence structure and any other points that indicate an adult reminiscence. Examiners must reward all valid points that show an engagement with the text and an appreciation of the writer's point of view 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. Marginal comments and a brief final comment should be made to indicate where credit has been awarded.

- the writer's reaction to Brenda's success is extreme - he becomes "giddy"
- his pride in her achievement and his expectation that others would share his feelings
- being impressed that she would not have to pay the train fare
- his disappointment expressed in a short, simple sentence, that "Nobody seemed impressed."
- he is never present at any of his parents' discussions. They are all overheard from his bedroom. This indicates that he is not party to adult discussion and that he has gone to bed before the adults in the house
- he explicitly states, "Although I was very young"
- his powerlessness to intervene at all

Total for Section A: 20 Marks

Section B

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.

7. *Remind yourself of the passage from the Anthology, **Harriet Tubman**, which is printed at the end of this examination paper.*

How does the writer present Harriet Tubman as a strong character?

In your answer you should write about

- *what we learn about her life and achievements*
- *the way she was treated by others*
- *the language that the writer uses.*

*You may include **brief** quotations from the passage to support your answer.*

10 Marks for Reading

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.

Candidates may refer to some of the following points:

Her life and achievements

- she freed her sister and her sister's family
- she brought a total of over 200 slaves out of slavery
- she moved slaves to Canada via the 'underground' railway
- she freed three of her brothers
- she freed her parents and settled them on land that she had bought
- her trips were largely self-financed
- during the Civil War she worked to help slaves who had escaped from the army
- she led troops in the Combahee River expedition, disrupting supply lines and destroying infrastructure
- she was the only female to originate and conduct a military raid in America at that time
- she spent her first pay check (cheque) on building a place for freed women slaves
- she established schools for freedmen
- she established a home for elderly slaves
- she was buried with full military honours
- her courage, determination and willingness to fight injustice have been an inspiration to many

The way she was treated by others

- she successfully established herself with abolitionist and freedmen communities despite her own status as a fugitive slave
- she was "rented" out as child labour at the age of 5
- she was regularly beaten as a child
- some may see her own parents as slightly ungrateful in the manner in which they had to move because of the climate, onto land that Tubman had bought herself
- the army did not pay her regularly
- she was not given military rations despite her role with the army
- the army only recognised her worth after her death

Use of language

- opens with a simple, establishing sentence
- vocabulary choice is mature, "many key abolitionists"
- despite the subject matter the language is unemotive, the style one of factual recount - "She always contemplated freedom and resented her situation."
- use of temporal connectives, particularly at the start of paragraphs to indicate the passage of time and emphasis the lifelong nature of her struggle - "in 1849...", "When ...", "As ...", "after the Civil War ..."
- the writer presents Tubman as a strong character by his accumulation of facts rather than any deliberate persuasive techniques
- ends on a simple sentence that emphasises her achievements

Now refer to the grid on the following page.

Examiners should refer to this table when deciding on a final mark for question 7.

Mark range	Descriptor
	The candidate
0	<ul style="list-style-type: none"> • makes no response or a response that does not refer to the question or seem to be a response 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 continued

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.

8. *Write about a time in your life when you achieved something that was difficult to do.*

10 Marks for Writing

The audience for this piece is not stated, nor is the genre of text required. It is likely that many candidates will write an explanation or a description, though some may adopt persuasive techniques, attempting to convince the reader of the difficulty of the activity undertaken.

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

1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes
2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
3. use a range of sentence structures effectively, with accurate punctuation and spelling.

Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.

The "best fit" approach

Use the table on the following pages to allocate the answer to a mark range, then choose a mark within that range. 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 band. The answer may meet some of the descriptors in mark ranges above or below the chosen band. The 'best-fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

Writing skills	Mark range	Descriptor
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 2	<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>
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 2 3 - 4	<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.</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 is usually correct.</p>
Purpose and audience Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 3 5 - 6	<p>Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader.</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>Band 4 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> <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>Band 5 9 - 10</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>

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.

9. *"You learn more about life outside school than you ever do in the classroom."*

Write about a memorable experience you have had in or out of school and explain why it was so important to you.

20 marks for Writing

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.

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

1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes
2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
3. use a range of sentence structures effectively, with accurate punctuation and spelling.

Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.

The "best fit" approach

Use the table on the following pages to allocate the answer to a mark range, then choose a mark within that range. 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 band. The answer may meet some of the descriptors in mark ranges above or below the chosen band. The 'best-fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

Writing skills	Mark range	Descriptor
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 1 0 - 4</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.</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 is usually correct</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 3 9 - 12</p>	<p>Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences. Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown.</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>Band 4 13 - 16</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>Band 5 17 - 20</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>

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Edexcel International

London Examinations

IGCSE

IGCSE English Language (4355)

Mark schemes for additional specimen papers

Paper 2H (Higher Tier)

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.

1. Give **four** phrases which the writer uses to emphasise the huge numbers of crabs that take part in this journey.

4 marks

Remember that you are marking for reading and so should reward the candidates' ability to refer to detail from the passage and not their ability as writers. Examiners should reward all valid responses to the passage that include some of the following key points

- a million scarlet crabs
- jammed three or four deep
- they are so crowded that their bodies touch
- the cliff seems to have been painted crimson
- vast size of their population
- one hundred and twenty million
- thousands of the marchers
- the sea is fringed with a moving scarlet carpet
- so great is the traffic ...many cannot reach the water.

2. Look again at lines 12 to 29 of *The Trials of Life*. Describe, **in your own words**, the journey the crabs make.

4 marks

Remember that you are marking for reading and so should reward the candidates' ability to refer to detail from the passage and not their ability as writers. Examiners should reward all valid responses to the passage and should credit a personal retelling that includes some of the following key points

- a month ago they left the inland forest floor
- the male and females travel together
- huge numbers
- they travel in the early morning or evening
- able to travel during the day when conditions permitted it
- not deterred by any obstacle
- many killed on the road
- journey ends at the beach
- after mating males return and females remain

3. How does the writer involve the reader in the events he describes?

In your answer you should write about

- how the writer makes the reader feel sympathy for the crabs
- how the writer builds a sense of wonder and excitement.

You may include **brief** quotations from the passage to support your answer.

12 marks

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. Neither should examiners attempt to divide the marking into two sections worth 6 marks each. Examiners must reward all valid points that address the question and show a clear grasp of the writer's technique. Marginal comments and a brief final comment should be made to indicate where credit has been awarded.

Candidates may refer to some of the following points in response to how the writer makes the reader feel sympathy for the crabs:

- precariousness of their position - "sheer cliff of coral rock, seventy feet high. On its vertical face, clinging beneath overhangs ..."
- inherent danger of the activity - "these are land crabs... If they lose their hold... they will certainly drown."
- they are credited with emotions - "their anxiety to get to the water."
- They are anthropomorphised - they are seen to "gesture", that gesture is described in emotive terms as "touching"
- a comparison is used that encourages the reader to see the crabs as waving a final farewell to the eggs, or giving them a "salute", a gesture that indicates respect and recognition
- the writer further emphasises the harshness of the conditions for those on the margins - "where the sea beats directly onto the face of the cliffs ..."
- helplessness of the eggs is emphasised by describing them as – "abandoned."
- deliberate use of punctuation to highlight and isolate certain words such as "abandoned"

Candidates may refer to some of the following points in response to how the writer builds a sense of wonder and excitement:

- the exotic setting - "midnight on the coast of Christmas Island ..."
- the huge numbers of crabs involved - "a million scarlet crabs." "There were about one hundred and twenty million of them."
- the uniqueness of the situation - "These crabs are found nowhere else in the world."
- use of a military metaphor - "march", "salute"
- their single-minded determination in the face of many hazards
- the writer creates strong visual images - "a moving scarlet carpet of glinting shells"
- the huge numbers of eggs spawned - "Each one of these females sheds about a hundred thousand eggs." "the...waters beyond have become a thick brown soup."
- use of vocabulary that emphasises wonder and excitement - "the extraordinary laying," "dramatically," "vast size"
- writer begins in the present tense to create immediacy and engagement; paragraph two is in the past tense; passage reverts to the present tense to build a sense of excitement through paragraph structure

- temporal connectives are used that build excitement - "And now ...", "As the tide reaches its height", "Soon", "As the sky lightens in the east"

Now refer to the grid on the following page.

Mark range	Descriptor
	The candidate
0	<ul style="list-style-type: none"> • makes no response or a response that does not refer to the question or seem to be response 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 • may 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
11-12	<ul style="list-style-type: none"> • demonstrates skills of analysis and interpretation in evaluating the writer's techniques • is likely to use textual references which are apt and carefully chosen to support the points made

Total for Section A: 20 Marks

Section B

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.

4. *Remind yourself of the passage from the Anthology, **Impact Alert – Asteroids**, which is printed at the end of this examination paper.*

How does the writer make the subject of an asteroid impact appealing to the reader?

In your answer you should write about

- *content*
- *layout*
- *use of language.*

*You may include **brief** quotations from the passage to support your answer.*

10 Marks for Reading

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.

Candidates may refer to some of the following points.

Content

- authoritatively and densely factual
- use of expert witnesses - Bill Napier
- begins with factual certainty before moving onto questions
- absence of any illustrations to assist the reader

Layout

- use of bullet-pointed list
- use of bold type
- use of sub headings

Use of Language

- sub headings use a rhetorical question style reminiscent of FAQ (Frequently Asked Questions) sections in non fiction
- initial use of second person - "if you collected"
- mainly written using third person plural which emphasises the shared nature of the situation

- informed use of technical language - "tsunami", "seismic waves", "mass extinctions"
- slightly colloquial/conversational use of contractions - "What's the ..."
- uses emotive and visual language - "burnt to a cinder", "smashed", "The Earth's dusty shroud", "bathed in a fiery meteor storm"
- creates a shared understanding of invented terms - "a 'dinosaur-killer'", "city-smashers"
- initial suggestion of factual certainty is undercut by sentence openers such as - "if" and "it is estimated"
- uses complex sentences in the main
- ends on a question

Now refer to the grid on the following page.

Mark range	Descriptor
	The candidate
0	<ul style="list-style-type: none"> • makes no response or a response that does not refer to the question or seem to be a response 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 continued

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.

5. *Imagine you have witnessed a natural disaster, such as a flood or an earthquake. Write a brief report for your local radio station describing what you saw.*

10 Marks for Writing

The audience and genre of text required are explicitly stated in the question and should be used by markers to inform their response to candidates' work.

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:

1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes
2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
3. use a range of sentence structures effectively, with accurate punctuation and spelling.

Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.

The "best fit" approach

Use the table on the following pages to allocate the answer to a mark range, then choose a mark within that range. 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 band. The answer may meet some of the descriptors in mark ranges above or below the chosen band. The 'best fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

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Writing skills	Mark range	Descriptor
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 1 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>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. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader.</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 is usually correct.</p>
<p>Purpose and audience</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 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>Band 4 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> <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>Band 5 9 - 10</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 are ambitious and assured. There is sophisticated control of expression and meaning.</p>

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.

6. *Imagine that your class has raised a large sum of money to be donated to a charity or good cause. Your teacher has asked for suggestions about how the money should be used.*

Explain which charity or good cause you would like to give the money to and why.

Total for Section C: 20 marks

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. The question asks for an explanation of the nature of the work done by the chosen charity, followed by reasons for making the choice.

Weaker answers are likely to state their reasons rather than explain them or be able to expand upon them. There may be a limited explanation about the work of the work of the charity. A useful discriminating factor will be the extent to which the conventions of explanation texts are used, such as causal connectives, clear opening statements, logical structure and a conclusion that directly addresses the wording of the question.

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

1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes
2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
3. use a range of sentence structures effectively, with accurate punctuation and spelling.

Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.

The "best fit" approach

Use the table on the following pages to allocate the answer to a mark range, then choose a mark within that range. 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 band. The answer may meet some of the descriptors in mark ranges above or below the chosen band. The 'best fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

Writing skills	Mark range	Descriptor
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 1 0 - 4</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 show 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.</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 is usually correct.</p>
<p>Purpose and audience</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>

<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 4 13 - 16</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>Band 5 17 - 20</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 are ambitious and assured. There is sophisticated control of expression and meaning.</p>

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**Edexcel International
London Examinations
IGCSE**

IGCSE English Language (4355)

Mark schemes for additional specimen papers

Paper 3 (Common to both tiers)

Question 1

Remind yourself of the poem in the Anthology, *Electricity Comes to Cocoa Bottom*, which is printed at the end of this examination paper.

How does the writer bring to life people's feelings about, and reactions to, the events described in the poem?

In your answer you should write about

- *Grannie Patterson and Mr. Samuel*
- *the children*
- *the importance of the voice in the wind*
- *the vivid and dramatic use of language.*

You may use **brief** quotations from the poem to support your answer.

Total for question 1: 15 marks

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.

A relevant answer will focus on

- evaluating the ways in which the writer brings to life reactions to Mr Samuel's lights
- using textual evidence to substantiate the points made
- the writer's presentation and use of techniques, including use of language.

Tick valid points which show a sound grasp of the text and of the requirements of the question. Coverage of the bullet point headings in candidates' answers should be identified by placing capital letters in the margins:

- P** Grannie Patterson and Mr. Samuel
- C** the children
- V** the voice in the wind
- L** the vivid and dramatic use of language

Candidates are free to interpret textual details in a variety of ways. The following section represents a likely interpretation of the text but examiners must evaluate other responses on their merits. It is important to be alert to unusual responses which are well explained and substantiated by effective use of textual evidence.

Grannie Patterson

- name suggests an old lady, contrasting with the children
- her interest in what happens shows how powerfully all the community were affected by this experience
- character details add depth to the presentation - her peeping suggests curiosity, perhaps nosiness, even embarrassment (doesn't want to be seen watching).

Mr. Samuel

- the fact that the lights are defined as his lights - "Mr. Samuel's lights"- suggests how unique the event is and how important he is
- his smiling shows how pleased and triumphant he is at the display.

The children

- importance of the event is shown by the fact that "all the children" came to see the lights
- the fact that they "camped on the grass bank" suggests that they were prepared to arrive early and wait for a long time, emphasising how special the occasion was
- details like "their lamps filled with oil" show in ironic contrast with the traditional technology they depend on
- their unfussy departure at the end "Already the children...." perhaps indicates a degree of disappointment.

The voice in the wind

- the fact that the voice "whispered" underlines how serious the occasion was, almost like being at a religious service or ceremony
- introduces a note of sadness, because its unanswered question shows there is nobody to record such a significant event - also nobody hears the voice
- an ironic twist is that the poet herself has provided a record of "this moment".

The vivid and dramatic use of language

- Caribbean words give a strong sense of an actual place – "Cocoa Bottom", "kling-klings" "orange trees" "mongoose ferns"
- colourful descriptive words – "yellow, orange"
- many references to light – natural and artificial "sunset" "lanterns" "fireflies" "shimmer"
- contrasting words which suggest darkness - "silhouette" "dark journey home"
- words which convey movement – "swooped" "fluttering" "swaying" – many linked to the impact of the light
- words and phrases patterned to create suspense - "watching...waiting", "such a gasp...such a fluttering...such a swaying"
- nature is given human characteristics – "A breeze held its breath" – to emphasise the impact of the lights
- description is brought to life by the use of words whose sound brings out their meaning – "fluttering" "tweet-a-whit"
- atmosphere created by choice of apt words and comparisons - "congregating" (as in a church/temple) "evening came as soft as chiffon curtains".

- lines and sentences patterned to develop tension, create a dramatic climax, followed by a quiet ending - begins quietly, almost as if in the middle of a story “Then all the children..”
 - pace slows at end of the first verse “Closing. Closing.”
 - single word exclamation “Light!” provides dramatic contrast
 - momentum builds again with longer lines
 - ends in a very downbeat way “the moment had passed” – suggesting disappointment, sadness.

The ‘best fit’ approach

Use the table below to allocate the answer to a mark range, then choose a mark within that range. 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 band. The answer may meet some of the descriptors in mark ranges above or below the chosen band. The ‘best fit’ approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

Mark range	Descriptor
Band 1 0-3	<ul style="list-style-type: none"> • responds to the poem showing little or basic understanding • makes some unclear and undeveloped points • states an opinion, which has some relation to the poem • shows limited awareness of how the writer brings to life people’s feelings and reactions.
Band 2 4-6	<ul style="list-style-type: none"> • shows a fair understanding of the poem • makes suitable points with some development and/or support • presents some ideas and/or offers evaluation • shows fair awareness of how the writer brings to life people’s feelings and reactions.
Band 3 7-9	<ul style="list-style-type: none"> • shows a generally sound and developed grasp of poem • makes a reasonable range of valid points, with sound examples/references and development • develops some ideas in detail and/or offers a clear evaluation • shows a sound awareness of how the writer brings to life people’s feelings and reactions.
Band 4 10-12	<ul style="list-style-type: none"> • shows a good, thorough understanding of the poem • makes a range of well focused points, with apt examples/references and sustained development • develops ideas analytically and/or offers a thoughtful evaluation • gives a thoughtful and detailed interpretation of how the writer brings to life people’s feelings and reactions.
Band 5 13-15	<ul style="list-style-type: none"> • shows an assured, possibly astute, understanding of the poem • makes a perceptive range of points, deftly supported with examples/references • explores and/or fully develops ideas cogently and offers a convincing evaluation • gives a sensitive, perhaps sophisticated, interpretation of how the writer brings to life people’s feelings and reactions.

Question 2

Write on **ONE** of the following.

Either

- (a) *A friend wants to have a special celebration for his or her birthday and has asked you for advice. Give your ideas on what would make a perfect celebration.*

Or

- (b) *A newspaper article has claimed that scientific and technological progress has not always been good for mankind.*

Write a persuasive letter to a local newspaper, giving your views on this subject.

Or

- (c) *“The moment had passed.”*

Write a story, ending with these words.

Total for question 2: 15 marks

Mark scheme

The Assessment of Writing

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

1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes
2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
3. use a range of sentence structures effectively, with accurate punctuation and spelling.

Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.

Notes on specific questions

- (a) *A friend wants to have a special celebration for his or her birthday and has asked you for advice. Give your ideas on what would make a perfect celebration.*

Range of Writing

- advise.

Main Assessment Objective

- communicate clearly for a particular purpose.

Supporting Assessment Objectives

- organise ideas into sentences, paragraphs and whole texts
- use a range of sentences effectively, with accurate punctuation and spelling.

Candidates will approach this question in a variety of ways, and their ideas of what is appropriate may not always correspond with those of individual examiners. It is important therefore in this question that the focus of assessment is on the **quality of the writing** and **the clarity and skill with which advice is given**. It is important for examiners to be alert to unusual responses (for instance using humour) which are well written and give clear advice. Also, no assumptions should be made about appropriateness of the kind of party chosen by the candidate.

Now refer to the grid printed at the end of the mark scheme for Paper 3.

- (b) *A newspaper article has claimed that scientific and technological progress has not always been good for mankind.*

Write a persuasive letter to a local newspaper, giving your views on this subject.

Range of Writing

- persuade.

Main Assessment Objective

- communicate clearly for a particular purpose.

Supporting Assessment Objectives

- organise ideas into sentences, paragraphs and whole texts
- use a range of sentences effectively, with accurate punctuation and spelling.

The question provides a specific context and form, but candidates are likely to approach this in a variety of ways. As there is no set way of formatting a letter, candidates should not be penalised for their choice of layout. Neither should any assumptions be made about the appropriateness of the candidate's choice of newspaper, though this will dictate to an extent the style that needs to be adopted. It is again important that the focus of assessment is on the **quality of the writing**. In this instance **the persuasive development of ideas** is also a key discriminator. Whether the ideas expressed seem perverse or mistaken should not be an issue. Examiners should be alert to unusual responses which are well written and argued.

Now refer to the grid printed at the end of the mark scheme for Paper 3.

- (c) *“The moment had passed.”*

Write a story, ending with these words.

Range of Writing

- entertain.

Main Assessment Objective

- communicate clearly for a particular purpose.

Supporting Assessment Objectives

- organise ideas into sentences, paragraphs and whole texts
- use a range of sentences effectively, with accurate punctuation and spelling.

Candidates will interpret ‘story’ in a variety of ways, and their ideas of what is appropriate in terms of form and style may not always correspond with those of individual examiners. No audience is specified. **The quality of the writing** remains the most important factor, but a key discriminator will be **the candidate’s ability to engage and sustain the interest of the reader**. This is essential if the story is to be entertaining. It is important for examiners to reward unusual approaches or experimental approaches which are effective and well written. The story must be judged on its own merits.

Now refer to the grid printed at the end of the mark scheme for Paper 3.

The "best fit" approach

Use the table on the following pages to allocate the answer to a mark range, then choose a mark within that range. 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 band. The answer may meet some of the descriptors in mark ranges above or below the chosen band. The 'best fit' approach should be used to determine the mark which **corresponds most closely** to the overall quality of the response.

Writing skills	Mark range	Descriptor
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 1 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 show some control.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 2 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.</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 is usually correct</p>
<p>Purpose and audience</p> <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 3 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>Band 4 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>Band 5 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.</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>

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