

IGCSE

London Examinations IGCSE

English Language (4355)

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Specimen Papers and Mark Schemes

London Examinations IGCSE

English Language (4355)

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international@edexcel.org.uk

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Authorised by Elizabeth Blount

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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

None

Items included with question papers

None

Instructions to Candidates

Answer **ALL** the questions.

In the boxes on your answer book, write the name of the examining body (London Examinations), your centre number, candidate number, the subject title (English Language), the paper reference (4355/1F), your surname, other names 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 an equal amount of time on each of the three sections of this paper.

Section A

Read this article carefully, and then answer the questions which follow it.

Russian love story crosses the decades

By Caroline Wyatt, BBC Moscow correspondent

When Lina Panfilova, a sweetheart of a Scottish soldier during World War II, spoke to Caroline Wyatt, she had no idea what became of the young man who returned home at the end of the war. But then a listener got in touch, bringing full circle the events which began in Archangel in 1944.

As they said a last farewell by the harbour before he set sail, he never knew his young Russian girlfriend was to have their son, whom she called Stepan.

In the paranoia of the 1950s Soviet Union, Stalin showed no mercy to those who had consorted with what was now the enemy.

Gulag sentence

Lina was sent to a gulag prison camp, for the crime of loving a foreigner. For three harsh Siberian winters, she concentrated on surviving, so she could return to her son. And she did, but she never married and she never told him about his British father until years later, when she thought it was safe.

" I was never sorry about loving Thomas " Lina Panfilova

Stepan was in his 50s by the time he found out: surprised, pleased and curious to find out more - though nobody seemed to know what had happened to the young sailor after he left Russia.

There the story might have ended if it had not been for a listener to the BBC Radio programme *From Our Own Correspondent* - who got in touch to say she might have the answer. She had a friend, Graham, whose late uncle may have been the man the Panfilovas were looking for.

Reunited

In Russia, there are all too many stories of courage in the face of adversity. It is a place that has doled out adversity and hardship in generous measures for centuries. But there was something about Lina and her story that haunted me. Perhaps it was my first sight of her - in a black and white photograph in a book about the forgotten Russian sweethearts of World War II. Lina's face was unforgettable, her direct gaze reaching out from the page nearly 60 years on. The picture was taken the year she met Thomas McAdam at a dance hall in Archangel, and they fell in love. He was one of the British sailors helping the war effort in Russia, re-supplying the Red Army in the fight against Hitler. But when the war ended, he was posted back home.

I could hardly believe it, more than a year later, when I found myself in London with Lina. Now in her late 70s, Lina has at last been able to fulfil her promise to show her son his father's homeland. And not just that - they were staying with Stepan's British cousins, Graham and Diane, who had not known of each other's existence the year before.

Thanks to e-mails from Graham, Lina and Stepan had gradually filled in the missing years of Thomas McAdam's story.

They learned that he had died in 1980 after a happy and fulfilled life. Both are sad that 50-year old Stepan never had the chance to meet his father. But he has found family and a welcome far warmer than he had ever expected.

We sit in a restaurant, and the noise at our table is indescribable. It is hard to believe these four people only met a few weeks ago.

Language barrier

Stepan sold his car to fund the trip to meet his English cousins, and it only occurred to them they had no common language when Lina and Stepan arrived. Friends had helped translate their e-mails. Stepan's first words at the airport - "my angliski not good" - made Graham's heart sink. How on earth would they talk to each other? Yet that has not been a problem.

There is a real feeling of connection between them all - the will to communicate and a few good phrase books transcending any barrier.

And I can see the family resemblance between Graham and Stepan that made them recognise each other the moment they met. Both are good-looking men, with strong faces and bright, piercing eyes. They swap childhood photos that show how like his father Stepan is, too. Stepan and Graham are both keen footballers, as were their fathers. They have talked a lot over the past few weeks - about history, about fate, about how different their lives have been, growing up in such different places. For Stepan and Lina, who both grew up under communism, family was always the most important thing.

No regrets

He and Lina are looking forward to Graham visiting them in Archangel next month, his first trip to Russia. She looks across at her son and his cousin, and a warm smile spreads across her face.

"I always believed this would happen. I put my hope in God and I knew this day would come," she says. From her face though, it is clear Lina has no regrets.

"I was never sorry about loving Thomas," she tells me as I leave. "Even in the hardest times, I always remembered him with love."

BBC NEWS

Saturday, 4 January, 2003

Turn over

You should spend about 40 minutes on Section A.

In this section, you will be assessed on the quality of your **Reading**.

1. Where did the writer first find out about Lina Panfilova? (1)
2. Why was Lina sent to a prison camp? (1)
3. What do we know about Thomas McAdam? List **FOUR** facts. (4)
4. What similarities and differences between Stepan and Graham does the writer notice? Find **TWO** similarities and **TWO** differences. (4)
5. Stepan and Lina speak no English, and Graham speaks no Russian. How does the writer suggest there might be a language difficulty? How is this overcome? (6)
6. In this article, the journalist, Caroline Wyatt, tells the story of Lina and Stepan. Find **FOUR** examples of moments when you see the story through Caroline's eyes, or from her point of view. (4)

Total for Section A: 20 marks

Section B

You should spend about 40 minutes on Section B.

In this section, you will be assessed on the quality of your **Reading, B(i), and Writing, B(ii).**

B(i)

Remind yourself of the article from the Anthology called *I never thought I could be this lucky*, which is printed at the end of this examination paper. Explain in your own words how the events described were a turning point in the lives of Karen and Suresh.

(10 marks for Reading)

B(ii)

Write a short article for the school magazine about a turning point in your own life. Remember to start with a suitable headline.

(10 marks for Writing)

Total for Section B: 20 marks

Section C

You should spend about 40 minutes on Section C.

In this section, you will be assessed on the quality of your **Writing.**

Write about a person you know, or have heard of, who overcame an obstacle or faced a difficulty.

You should include

- a description of the obstacle or difficulty
- the different choices that could have been made
- how this person overcame the obstacle or difficulty.

Total for Section C: 20 marks

Total for paper: 60 marks

END

Turn over

I never thought I could be this lucky
(from the London Examinations Anthology)

Like any bride, Karen Darke was determined she'd have a wedding to remember. She spent months with her fiancé, Suresh Paul, planning their day. They decided to keep it fun – she wore trousers and a camisole top and 400 guests joined them for a barbecue on the beach of a Scottish loch. “It was the perfect day,” says Karen, a geologist. “Absolutely brilliant.”

It was especially poignant for Karen, 31, from Aberdeen, Scotland, because for 10 years she'd believed her love life was over. “When I lost the use of my legs, I couldn't imagine ever falling in love and getting married. But then I met Suresh and everything changed,” she says.

Karen was a Geology student at Aberdeen University when the accident happened. She was an experienced rock-climber and had gone climbing with three friends when she lost her footing and fell backwards, plunging 30 feet down the rock face. She lay there, barely conscious, while two of them ran to the nearest house – a mile away – to raise the alarm. Karen was then taken by helicopter to the Aberdeen Royal Infirmary, where she slipped into a coma. Karen's parents kept a vigil by her bedside and after three days she came round. “I opened my eyes and could see tears of relief on my mum's cheeks. My family gave me the will to fight,” she recalls, “but I couldn't feel my legs. It was terrifying. I knew I was paralysed, but I was sure it was temporary,” she says.

Later that day, her doctor dropped a bombshell and told her that she'd broken her neck and back so badly she'd never walk again. “It was too much to take in,” says Karen. “The idea of not being able to use my legs was horrific.” She'd also fractured her skull, broken her arms and punctured her lung. “I was ruined emotionally as well,” she admits.

After a month in intensive care, Karen underwent gruelling physiotherapy and learnt how to use a wheelchair. When she left hospital in September 1993 she went back to university, where she had to get used to looking after herself in a specially adapted flat. “Living alone was hard. I'd lost a lot of feeling, so I had to be extra careful doing things like cooking. But my friends were really supportive.”

Eighteen months later, Karen moved into an adapted flat with friends and completed her PhD, “By then I was having fun again. I was used to being disabled and could cope,” she says. Slowly, Karen regained her love of sport and began taking part in adapted outdoor activities. In 1997 she became the first woman ever to hand-cycle across the Himalayas, and now competes in wheelchair marathons. “Physically, my disability became irrelevant as I pushed myself to the limit,” she says.

In 1998, Karen started a job as a geologist for Shell and gradually began to rebuild her life. But she still found it impossible to have successful relationships. “My self-confidence had taken a battering,” she says. “I didn't want to be a burden to anyone, so I put romance to the back of my mind.” But in 2000 Karen met Suresh, now 32, from London, at a conference about expeditions for the disabled. They clicked immediately. But Suresh, who designs equipment for the disabled, had a girlfriend - so they kept in touch as friends, meeting up occasionally and chatting on the phone.

“Because Suresh wasn't available I didn't let myself think of him romantically,” says Karen. But when his relationship ended a year later, Karen was hopeful. When she went on holiday, Suresh drove her to the airport. “I just had to say something, so I mumbled that I liked him,” says Karen. “Suresh changed the subject. I was sure I had blown it and was heartbroken.” But a week later, Karen received an e-mail from Suresh saying, “I want to be with you. I love you.”

He picked Karen up from the airport and, just five weeks later, he proposed. Suresh moved from London to Aberdeen to be with Karen, and their relationship gave her a huge confidence boost. “My disability wasn’t an issue for him,” she says. Suresh agrees. “Karen’s the most beautiful woman in the world, inside and out. I couldn’t be happier.”

They planned their wedding and managed to incorporate Karen’s love of outdoor sports into the plans. And earlier this year they both canoed on to the beach for the ceremony. Now, having recently returned from their honeymoon, the couple are thinking about having children. “Knowing Suresh sees me as I am, not as a woman in a wheelchair, gives me enormous confidence,” says Karen. “I know we can do anything together.”

Lisa Laws
Woman
11 November 2002

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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

None

Items included with question papers

None

Instructions to Candidates

Answer **ALL** the questions.

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

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Advice to Candidates

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By Caroline Wyatt, BBC Moscow correspondent

When Lina Panfilova, a sweetheart of a Scottish soldier during World War II, spoke to Caroline Wyatt, she had no idea what became of the young man who returned home at the end of the war. But then a listener got in touch, bringing full circle the events which began in Archangel in 1944.

As they said a last farewell by the harbour before he set sail, he never knew his young Russian girlfriend was to have their son, whom she called Stepan.

In the paranoia of the 1950s Soviet Union, Stalin showed no mercy to those who had consorted with what was now the enemy.

Gulag sentence

Lina was sent to a gulag prison camp, for the crime of loving a foreigner. For three harsh Siberian winters, she concentrated on surviving, so she could return to her son. And she did, but she never married and she never told him about his British father until years later, when she thought it was safe.

" I was never sorry about loving Thomas " Lina Panfilova

Stepan was in his 50s by the time he found out: surprised, pleased and curious to find out more - though nobody seemed to know what had happened to the young sailor after he left Russia.

There the story might have ended if it had not been for a listener to the BBC Radio programme *From Our Own Correspondent* - who got in touch to say she might have the answer. She had a friend, Graham, whose late uncle may have been the man the Panfilovas were looking for.

Reunited

In Russia, there are all too many stories of courage in the face of adversity. It is a place that has doled out adversity and hardship in generous measures for centuries. But there was something about Lina and her story that haunted me. Perhaps it was my first sight of her - in a black and white photograph in a book about the forgotten Russian sweethearts of World War II. Lina's face was unforgettable, her direct gaze reaching out from the page nearly 60 years on. The picture was taken the year she met Thomas McAdam at a dance hall in Archangel, and they fell in love. He was one of the British sailors helping the war effort in Russia, re-supplying the Red Army in the fight against Hitler. But when the war ended, he was posted back home.

I could hardly believe it, more than a year later, when I found myself in London with Lina. Now in her late 70s, Lina has at last been able to fulfil her promise to show her son his father's homeland. And not just that - they were staying with Stepan's British cousins, Graham and Diane, who had not known of each other's existence the year before.

Thanks to e-mails from Graham, Lina and Stepan had gradually filled in the missing years of Thomas McAdam's story.

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Both are sad that 50-year old Stepan never had the chance to meet his father. But he has found family and a welcome far warmer than he had ever expected.

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No regrets

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"I always believed this would happen. I put my hope in God and I knew this day would come," she says. From her face though, it is clear Lina has no regrets.

"I was never sorry about loving Thomas," she tells me as I leave. "Even in the hardest times, I always remembered him with love."

BBC NEWS

Saturday, 4 January, 2003

You should spend about 40 minutes on Section A.

In this section, you will be assessed on the quality of your **Reading**

1. What do we know about Thomas McAdam? List **FOUR** facts. (4)
2. Stepan and Lina speak no English and Graham speaks no Russian. How does the writer suggest there might be a language difficulty? How, surprisingly, is this overcome? (6)
3. This article is written by a reporter, Caroline Wyatt, who accompanies Lina and Stepan. What indications are there, throughout the article, that Caroline is witnessing the story, rather than being personally involved in it? (6)
4. Show how the writer is successful in using language to make the situation real to the reader. You should use examples from the text to support your answer. (4)

Total for Section A: 20 marks

Section B

You should spend about 40 minutes on Section B.

In this section, you will be assessed on the quality of your **Reading, B(i), and Writing, B(ii).**

B(i)

Remind yourself of the article from the anthology called *I never thought I could be this lucky*, which is printed at the end of this examination paper.

What personal qualities does Karen show in overcoming her difficulties?

Total 10 marks for Reading

B(ii)

Write a short article for the school magazine about a turning point in your own life. Remember to start with a headline.

Total 10 marks for Writing

Total for Section B: 20 marks

Section C

You should spend about 40 minutes on Section C.

In this section, you will be assessed on the quality of your **Writing.**

Your best friend has just received some very bad news and her/his reaction was, "There's no point fighting it. Just give up."

Write a letter to your friend explaining why she/he should adopt a positive approach to the news.

Total for Section C: 20 marks

Total for paper: 60 marks

END

Turn over

I never thought I could be this lucky

(From the London Examinations Anthology)

Like any bride, Karen Darke was determined she'd have a wedding to remember. She spent months with her fiancé, Suresh Paul, planning their day. They decided to keep it fun – she wore trousers and a camisole top and 400 guests joined them for a barbecue on the beach of a Scottish loch. "It was the perfect day," says Karen, a geologist. "Absolutely brilliant."

It was especially poignant for Karen, 31, from Aberdeen, Scotland, because for 10 years she'd believed her love life was over. "When I lost the use of my legs, I couldn't imagine ever falling in love and getting married. But then I met Suresh and everything changed," she says.

Karen was a Geology student at Aberdeen University when the accident happened. She was an experienced rock-climber and had gone climbing with three friends when she lost her footing and fell backwards, plunging 30 feet down the rock face. She lay there, barely conscious, while two of them ran to the nearest house – a mile away – to raise the alarm. Karen was then taken by helicopter to the Aberdeen Royal Infirmary, where she slipped into a coma. Karen's parents kept a vigil by her bedside and after three days she came round. "I opened my eyes and could see tears of relief on my mum's cheeks. My family gave me the will to fight," she recalls, "But I couldn't feel my legs. It was terrifying. I knew I was paralysed, but I was sure it was temporary," she says.

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After a month in intensive care, Karen underwent gruelling physiotherapy and learnt how to use wheelchair. When she left hospital in September 1993 she went back to university, where she had to get used to looking after herself in a specially adapted flat. "Living alone was hard. I'd lost a lot of feeling, so I had to be extra careful doing things like cooking. But my friends were really supportive."

Eighteen months later, Karen moved into an adapted flat with friends and completed her PhD, "By then I was having fun again. I was used to being disabled and could cope," she says. Slowly, Karen regained her love of sport and began taking part in adapted outdoor activities. In 1997 she became the first woman ever to hand-cycle across the Himalayas, and now competes in wheelchair marathons. "Physically, my disability became irrelevant as I pushed myself to the limit," she says.

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"Because Suresh wasn't available I didn't let myself think of him romantically," says Karen. But when his relationship ended a year later, Karen was hopeful. When she went on holiday, Suresh drove her to the airport. "I just had to say something, so I mumbled that I liked him," says Karen. "Suresh changed the subject. I

was sure I had blown it and was heartbroken.” But a week later, Karen received an e-mail from Suresh saying, “I want to be with you. I love you.”

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They planned their wedding and managed to incorporate Karen’s love of outdoor sports into the plans. And earlier this year they both canoed on to the beach for the ceremony. Now, having recently returned from their honeymoon, the couple are thinking about having children. “Knowing Suresh sees me as I am, not as a woman in a wheelchair, gives me enormous confidence,” says Karen. “I know we can do anything together.”

Lisa Laws
Woman

11 November 2002

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Paper Reference(s)

4355/03

London Examinations IGCSE

English Language

Paper 03

Common to both tiers

Specimen Paper

Time: 1½ hours

Materials required for examination

None

Items included with question papers

None

Instructions to Candidates

Answer Question 1, and **ONE** topic from Question 2.

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

Information for Candidates

There are 3 pages in this question paper. All blank pages are indicated.

The total mark for this paper is **40**. The marks for the individual questions is given 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 an equal amount of time, about 45 minutes, on each of the two questions in this paper.

Answer BOTH questions

Question 1

You should spend about 45 minutes on this question.

You will be assessed on the quality of your **Reading**.

Look again at *The Last Night* from the Anthology, which is printed on the last page of the examination paper.

- a) In what ways do the adults behave differently from the children?
- b) In what ways are the adults treated differently from the children?

You should consider

- how the children behave
- how the adults behave
- how the children and adults are treated by other people
- the use of effective and vivid language.

You should support your answer with examples from the text.

(20 marks)

Question 2

You should spend about 45 minutes on this question.

You will be assessed on the quality of your **Writing**.

Write on **one** of these topics

- (a) A story with this title: *The Final Journey*.
- (b) Describe a place that has played an important part in your life.
- (c) Write a speech for a school debate arguing **either** for **or** against the statement
“Life in the countryside is better than life in the town.”

(20 marks)

Total for paper: 40 marks

END

The Last Night (from *Charlotte Gray*)

André and his brother Jacob are two orphaned Jewish boys in France in the 1940s. Along with other Jews, they are waiting to be taken to a concentration camp.

André was lying on the floor when a Jewish orderly came with postcards on which the deportees might write a final message. He advised them to leave them at the station or throw them from the train as camp orders forbade access to the post. Two or three pencils that had survived the barracks search were passed round among the people in the room. Some wrote with sobbing passion, some with punctilious care, as though their safety, or at least the way in which they were remembered, depended upon their choice of words.

10 A woman came with a sandwich for each child to take on the journey. She also had a pail of water, round which they clustered, holding out sardine cans they passed from one to another. One of the older boys embraced her in his gratitude, but the bucket was soon empty.

When she was gone, there were only the small hours of the night to go through. André was lying on the straw, the soft bloom of his cheek laid, uncaring, in the dung. Jacob's limbs were intertwined with his for warmth.

The adults in the room sat slumped against the walls, wakeful and talking in lowered voices. Somehow, the children were spared the last hours of the wait by their ability to fall asleep where they lay, to dream of other places.

20 It was still the low part of the night when two men came into the room with coffee. Many of the adults refused to drink because they knew it meant breakfast, and therefore the departure. The children were at the deepest moments of their sleep.

Then there went through the room a sudden ripple, a quickening of muscle and nerve as a sound came to them from below: it was the noise of an engine – a familiar sound to many of them, the homely thudding of a Parisian bus. Five white-and-green municipal buses had come in through the main entrance, and now stood trembling in the wired-off corner of the yard. At a long table, the commandant of the camp himself sat with a list of names that another policeman was calling out in alphabetical order. In the place where its suburban destination was normally signalled, each bus carried the number of a wagon on the eastbound train.

30 Many of the children were too deeply asleep to be roused, and those who were awake refused to come down when the gendarmes were sent up to fetch them. In the filthy straw they dug in their heels and screamed.

André heard his name and moved with Jacob towards the bus. From the other side of the courtyard, from windows open on the dawn, a shower of food was thrown towards them by women wailing and calling out their names, though none of the scraps reached as far as the enclosure.

40 André looked up, and in a chance angle of light he saw a woman's face in which the eyes were fixed with terrible ferocity on a child beside him. Why did she stare as though she hated him? Then it came to André that she was not looking in hatred, but had kept her eyes so intensely open in order to fix the picture of her child in her mind. She was looking to remember, for ever.

He held on hard to Jacob as they mounted the platform of the bus. Some of the children were too small to manage the step up and had to be helped on by gendarmes, or pulled in by grown-ups already on board.

Andre's bus was given the signal to depart, but was delayed. A baby of a few weeks was being lifted on to the back, and the gendarme needed time to work the wooden crib over the passenger rail and into the cramped interior.

Eventually, the bus roared as the driver engaged the gear and bumped slowly out through the entrance, the headlights for a moment lighting up the café opposite before the driver turned the wheel and headed for the station.

Sebastian Faulks

Edexcel International

London Examinations

IGCSE

IGCSE English Language (4355)

Mark schemes for Specimen Papers

Paper 1F (Foundation Tier)

Section A

In this question you will be assessed on the quality of your **Reading**.

1. Where did the writer first find out about Lina Panfilova? **1 mark**
- in a book (about forgotten Russian sweethearts of WW2)

2. Why was Lina sent to a prison camp? **1 mark**
- because she loved a foreigner

3. What do we know about Thomas McAdam? List **FOUR** facts. **4 marks**
- British/Scottish
 - he was a sailor
 - engaged in re-supplying the Red Army/Russian army
 - posted home at the end of the war
 - died in 1980
 - was a keen footballer

4. What similarities and differences between Stepan and Graham does the writer notice? Find **TWO** similarities and **TWO** differences **4 marks**

Similarities

- Stepan looks like his father (Graham's uncle; family resemblance)
- both keen footballers
- both have the will to communicate

Differences

- different lives
- growing up in different places (countries)
- different languages

5. Stepan and Lina speak no English, and Graham speaks no Russian. How does the writer suggest there might be a language difficulty? How is this overcome?

Difficulty

- no common language
- friends translate e-mails [can apply to both]
- Stepan's first words at the airport: "My angliski not good"
- rhetorical question: "How on earth would they talk to each other?"

Overcome

- friends translate e-mails [can apply to both]
- feeling of connection/understanding
- will to communicate
- good phrase books

6 marks

6. In this article, the journalist, Caroline Wyatt, tells the story of Lina and Stepan. Find **four** examples of moments when you see the story through Caroline's eyes or from her point of view.

- when she first sees Lina's face
- when she's in London with Lina
- when she's in the restaurant
- when she notices the family resemblance
- when she leaves the restaurant
- when Lina talks directly to her

4 marks

Total for Section A: 20 marks

Section B

In this section, you will be assessed on the quality of your **Reading B(i) and Writing B(ii)**.

B(i)

Remind yourself of the article from the Anthology called *I never thought I could be this lucky*, which is printed at the end of this examination paper. Explain in your own words how the events described were a turning point in the lives of Karen and Suresh.

Total 10 marks for Reading

The mark scheme below suggests the range of responses which may be offered. Candidates need not mention all these points to be awarded high marks. Markers should also reward valid points which are not mentioned below.

Turning points

Karen

- accident
- had to be strong
- love of her family
- news that she was paralysed – had to find strength to overcome it

After the accident

- living alone – had to discover what she could do alone
- sport – discovering that she could still do sport
 - had strength/resilience
 - first woman to hand-cycle across Himalayas

Self-confidence

- meeting Suresh at a conference and knowing that she was attracted to him
- telling Suresh that she liked him on the drive to the airport
- meeting/marrying Suresh renewed her confidence in herself

Suresh (not as much information)

- turning point was meeting Karen at a conference about expeditions for the disabled
- they clicked/got on/became good friends

Suresh drove Karen to the airport

- Karen tells him that she likes him
- Suresh sends her an e-mail telling her that he loves her
- proposes marriage to her

Karen's disability

- not an issue for Suresh
- thinks Karen is a "beautiful woman"

1-2 marks	Will offer a few examples, but may not make strong connection between personal qualities and difficulties.
3-6 marks	Will deal with Karen <i>and</i> Suresh, but probably Suresh in little less detail. Will probably deal with most obvious personal qualities, i.e. response to physical disability. Good candidates will offer simple judgement as well as description. Weaker candidates' answers will be mainly descriptive.
7-10 marks	Discusses turning points for Karen <i>and</i> Suresh. Full range of comments, physical and emotional + wide range of examples. Uses own words, but quotes where necessary. Best candidates able to extrapolate, infer.

B(ii)

Write a short article for the school magazine about a turning point in your own life. Remember to start with a suitable headline.

Total 10 marks for Writing

The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular grade to receive a mark within that grade range, since the answer may meet the descriptor for a higher or lower grade on individual criteria. The 'best fit' approach should be used to determine the grade which **corresponds most closely** to the overall quality of the response. Within the band for the grade, the presence of a minority of characteristics pertaining to higher or lower grades will help to determine the precise mark to be awarded.

The relationship between marks and grades is for guidance only. How marks relate to grades will be determined by the awarding committee, and may vary with each examination session.

Notional Grade	Mark Range	Descriptor
U/G Purpose/ Audience Structure/Syntax Vocabulary Spelling Punctuation	0-1	A very basic attempt at explaining the event is made, but with extremely limited content. Little recognisable sense of purpose or audience is conveyed. Material lacks organisation and basic sentence structure is flawed. A very limited range of vocabulary is employed. Spelling of even simple words is often inaccurate. Punctuation is often omitted, with little grasp of basic conventions.
F/E Purpose/ Audience Structure/Syntax Vocabulary Spelling Punctuation	2-3	The article contains some definite sense of the writer's thoughts about the importance of the event. The writing shows some awareness of the purpose of the task and begins to communicate with the audience. Organisation of the material makes limited use of variety in sentence structure. The vocabulary is generally basic, but with some more complex words. Spelling of words within the above range is often correct but with a significant number of inaccuracies. A range of punctuation is used with some control.

<p>D</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>4-5</p>	<p>The article contains a reasonable amount of information about the writer's thoughts on the importance of the event.</p> <p>There is a reasonable awareness of purpose and of how to communicate with the specified audience. Organisation of the material shows a fairly sound grasp, with some use of paragraphs and varied sentence structure.</p> <p>Vocabulary has a reasonable range and is generally appropriate to the task.</p> <p>Spelling is reasonably accurate over the range employed.</p> <p>Control of punctuation is reasonably secure.</p>
<p>C</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>6-7</p>	<p>The article conveys clearly the writer's thoughts about the importance of the event.</p> <p>The style and tone convey meaning and intention clearly, adapting these to the specified purpose and audience. Organisation of the material is sound, with a range of sentence structures and appropriate use of paragraphs. Vocabulary is suitable and sufficiently varied.</p> <p>Spelling is mostly correct, but may contain occasional errors.</p> <p>Control of punctuation is mostly secure, with some variety.</p>

Extension beyond grade C

This extension to the scale up to grade A (in italics above) is only for use in circumstances where candidates clearly perform above grade C on this question.*

The relationship between marks and grades is for guidance only. How marks relate to grades will be determined by the awarding committee, and may vary with each examination session.

B <i>Purpose/ Audience</i> <i>Structure/ Syntax</i> <i>Vocabulary</i> <i>Spelling</i> <i>Punctuation</i>	8	<i>The article shows a good grasp of how to communicate effectively the writer's thoughts about the importance of the event.</i> <i>The style and tone of the writing are effective in communicating meaning and intention, and well adapted to the specified purpose and audience.</i> <i>The writing is well constructed and secure in its use of paragraphing.</i> <i>Vocabulary is flexible and aptly chosen.</i> <i>Spelling of simple and complex words is usually correct.</i> <i>Control of punctuation is secure, with a range of marks used.</i>
A/A* <i>Purpose/ Audience</i> <i>Structure/ Syntax</i> <i>Vocabulary</i> <i>Spelling</i> <i>Punctuation</i>	9/10	<i>The article shows a powerful grasp of how to communicate the writer's thoughts about the importance of the event.</i> <i>There is a register which is fully appropriate to the purpose and needs of the audience, and the writing is assured in its style.</i> <i>The writing is cohesive and capable of complexity in its construction, with secure and effective use of paragraphs.</i> <i>Vocabulary is ambitious and expressive.</i> <i>Spelling is accurate across a wide range, including demanding vocabulary, with only occasional slips.</i> <i>Control of punctuation is effective, with a variety of marks used to enhance communication.</i>

Note

In writing questions such as B(ii), markers should allocate about a **third** of the total marks for accuracy of punctuation and spelling, that is, up to 3 marks out of the 10.

Section C

In this question, you will be assessed on the quality of your **Writing**.

Write about a person you know, or have heard of, who overcame an obstacle or faced a difficulty.

You should include

- a description of the obstacle or difficulty
- the different choices that could have been made
- how this person overcame the obstacle or difficulty.

Total 20 marks for Writing

The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular grade to receive a mark within that grade range, since the answer may meet the descriptor for a higher or lower grade on individual criteria. The 'best fit' approach should be used to determine the grade which **corresponds most closely** to the overall quality of the response. Within the band for the grade, the presence of a minority of characteristics pertaining to higher or lower grades will help to determine the precise mark to be awarded.

The relationship between marks and grades is for guidance only. How marks relate to grades will be determined by the awarding committee, and may vary with each examination session.

Notional Grade	Mark Range	Descriptor
U/G Purpose/ Audience Structure/Syntax Vocabulary Spelling Punctuation	0-4	The essay contains a little sense of the person's dilemma/difficulty and how it was addressed. A slight sense of purpose and audience is conveyed. Organisation of the material is simple, with basic sentence structure. A limited range of vocabulary is employed. Spelling of words within the above range is often correct, but with many inaccuracies. Punctuation is basic, with limited control.
F Purpose/ Audience Structure/Syntax Vocabulary Spelling Punctuation	5-6	The essay contains some definite sense of the person's dilemma/difficulty and how it was addressed. The writing shows some awareness of the purpose of the task and begins to communicate with the audience. Organisation of the material makes limited use of variety in sentence structure. The vocabulary is generally basic, but with some more complex words. Spelling of words within the above range is often correct, but with a significant number of inaccuracies. A range of punctuation is used with some control.

<p>E</p> <p>Purpose/ Audience</p> <p>Structure/Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>7-8</p>	<p>The essay contains a fair amount of information about the person's dilemma/difficulty and how it was addressed.</p> <p>The writing shows some capacity to fit material to the purpose and requirements of the task and the audience.</p> <p>Organisation of the material shows some grasp of paragraphing and variety of sentence structure.</p> <p>The range of vocabulary shows some selection of appropriate words.</p> <p>Spelling of a range of words is inconsistent, though often correct.</p> <p>Control of punctuation has some inconsistencies.</p>
<p>D</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>9-10</p>	<p>The essay contains a reasonable amount of information about the person's dilemma/difficulty and how it was addressed.</p> <p>There is a reasonable awareness of purpose and of how to communicate with the specified audience.</p> <p>Organisation of the material shows a fairly sound grasp, with some use of paragraphs and varied sentence structure.</p> <p>Vocabulary has a reasonable range and is generally appropriate to the task.</p> <p>Spelling is reasonably accurate over the range employed.</p> <p>Control of punctuation is reasonably secure.</p>
<p>C</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>11-13</p>	<p>The essay conveys clearly the person's thoughts about the person's dilemma/difficulty and how it was addressed.</p> <p>The style and tone convey meaning and intention clearly, adapting these to the specified purpose and audience.</p> <p>Organisation of the material is sound, with a range of sentence structures and appropriate use of paragraphs.</p> <p>Vocabulary is suitable and sufficiently varied.</p> <p>Spelling is mostly correct but may contain occasional errors.</p> <p>Control of punctuation is mostly secure, with some variety.</p>

Extension beyond grade C

This extension to the scale up to grade A (in italics below) is only for use in circumstances where candidates clearly perform above grade C on this question.*

The relationship between marks and grades is for guidance only. How marks relate to grades will be determined by the awarding committee, and may vary with each examination session.

B <i>Purpose/ Audience</i> <i>Structure/ Syntax</i> <i>Vocabulary</i> <i>Spelling</i> <i>Punctuation</i>	14-16	<i>The essay shows a good grasp of how to communicate effectively the person's dilemma/difficulty and how it was addressed.</i> <i>The style and tone of the writing are effective in communicating meaning and intention, and well adapted to the specified purpose and audience.</i> <i>The writing is well constructed and secure in its use of paragraphing.</i> <i>Vocabulary is flexible and aptly chosen.</i> <i>Spelling of simple and complex words is usually correct.</i> <i>Control of punctuation is secure, with a range of marks used.</i>
A <i>Purpose/ Audience</i> <i>Structure/ Syntax</i> <i>Vocabulary</i> <i>Spelling</i> <i>Punctuation</i>	17-18	<i>The essay shows a powerful grasp of how to communicate the person's thoughts about her/his dilemma/difficulty and how it was addressed.</i> <i>There is a register which is fully appropriate to the purpose and needs of the audience, and the writing is assured in its style.</i> <i>The writing is cohesive and capable of complexity in its construction, with secure and effective use of paragraphs.</i> <i>Vocabulary is ambitious and expressive.</i> <i>Spelling is accurate across a wide range, including demanding vocabulary, with only occasional slips.</i> <i>Control of punctuation is effective, with a variety of marks used to enhance communication.</i>
A* <i>Purpose/ Audience</i> <i>Structure/ Syntax</i> <i>Vocabulary</i> <i>Spelling</i> <i>Punctuation</i>	19-20	<i>The essay is compelling, with exceptionally lucid communication of the person's thoughts about her/his dilemma/difficulty and how it was addressed.</i> <i>The task is approached in a way which is sharply focused and arresting in its sense of purpose, use of register and response to the audience's needs, with writing which is confident and wide-ranging in its use of language devices.</i> <i>The writing has a close-knit, cogent construction, with confident use of complex sentence structures.</i> <i>Vocabulary has an extensive range, and is subtle and expressive.</i> <i>Spelling is consistently excellent.</i> <i>Control of a wide range of punctuation marks is subtle and effective.</i>

Note

In writing questions, such as Section C, markers should allocate about a **third** of the total marks for accuracy of punctuation and spelling, that is, up to 7 marks out of the 20.

Edexcel International

London Examinations

IGCSE

IGCSE English Language (4355)

Mark schemes for Specimen Papers

Paper 2H (Higher Tier)

Section A

In this section, you will be assessed on the quality of your **Reading**

1. What do we know about Thomas McAdam? List **FOUR** facts.

4 marks

- British/Scottish
- he was a sailor
- engaged in re-supplying the Red Army/Russian army
- posted home at the end of the war
- died in 1980
- was a keen footballer

2. Stepan and Lina speak no English and Graham speaks no Russian. How does the writer suggest there might be a language difficulty? How, surprisingly, is this overcome?

6 marks

Difficulty

- no common language
- friends translate e-mails [can apply to both]
- Stepan's first words at the airport: "My angliski not good"
- rhetorical question: "How on earth would they talk to each other?"

Overcome

- friends translate e-mails [can apply to both]
- feeling of connection/understanding
- will to communicate
- good phrase books

3. This article is written by a reporter, Caroline Wyatt, who accompanies Lina and Stepan. What indications are there, throughout the article, that Caroline is witnessing the story, rather than being personally involved in it? You should use examples from the text to support your answer.

6 marks

- written in the first person
- sees Lina in a book of photos
- tells the history of Lina and Thomas McAdam
- comments on Lina's action, viz. Lina "concentrated on surviving"
- accompanies Lina
- she sits in the restaurant with them but then comments that "It is hard to believe these FOUR people only met a few weeks ago" – viz. distance, an observer
- her rhetorical question – "How on earth?"
- observes their eagerness to communicate
- comments that she can "see the family resemblance"
- notes that they've "talked a lot"
- watches Lina looking at Stepan and Graham
- final conversation with Lina "as I leave"

4. Show how the writer is successful in using language to make the situation real to the reader. You should use examples from the text to support your answer.

Descriptive language

- adjectives/comments/phrases
 - vivid; realistic; makes you feel as if you were there
 - e.g. (not exclusive)
 - “harsh Siberian winters”
 - “a warm smile spreads across her face”
- Describing actual events
 - Lina saying goodbye to Thomas McAdam
 - the reunion in the restaurant

Straightforward language

- easy to understand
- direct
 - reporting events as if they’re happening
 - “We sit in a restaurant”
 - “family was always the most important thing”

Use of direct speech/dialogue

- shows how people feel
- shows how people talk
 - “My angliski not good”

Caroline Wyatt’s/writer’s point of view

- communicates what she sees/hears
- describes events as an onlooker
- is rather sentimental

Total 20 marks

Section B

In this section, you will be assessed on the quality of your Reading B(i) **and** Writing B(ii).

Remind yourself of the article from the anthology called *I never thought I could be this lucky*, which is printed at the end of the examination paper.

B(i)

What personal qualities does Karen show in overcoming her difficulties?

Total 10 marks for Reading

The mark scheme below suggests the range of responses which may be offered. Candidates need not mention all these points to be awarded high marks. Markers should reward valid points which are not mentioned below.

Personal qualities

Physiotherapy

- painful; hardwork = determined

Learn to use wheelchair – difficult to manoeuvre = persistent

Living alone in flat – hazardous = confident

- needs to be careful because of loss of feeling - allow friends to help = humility

Sport

- took up sport again
 - not let disability spoil enjoyment
 - push herself physically
 - strong/able to cope/able to adapt/proud?

Employment

- got a job
 - not let disability prevent her from leading a 'normal' life

Disability in general

- accepted her physical/emotional injuries
- fought to overcome them
- tough physically and emotionally
- planning to have children = looking to the future

1-2 marks	Will offer a few examples, but may not make strong connection between personal qualities and difficulties.
3-6 marks	Will probably deal with most obvious personal qualities, i.e. response to physical disability. Mainly descriptive.
7-10 marks	Full range of qualities, physical and emotional + wide range of examples. Uses own words, but quotes where necessary. Best candidates able to extrapolate, infer.

B(ii)

Write a short article for the school magazine about a turning point in your own life.

Total 10 marks for Writing

The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular grade to receive a mark within that grade range, since the answer may meet the descriptor for a higher or lower grade on individual criteria. The 'best fit' approach should be used to determine the grade which **corresponds most closely** to the overall quality of the response. Within the band for the grade, the presence of a minority of characteristics pertaining to higher or lower grades will help to determine the precise mark to be awarded.

The relationship between marks and grades is for guidance only. How marks relate to grades will be determined by the awarding committee, and may vary with each examination session.

Extension below grade D

This extension to the scale down to grades U/G (in italics below) is only for use in circumstances where candidates clearly perform below grade D on this question.

Notional Grade	Mark Range	Descriptor
<i>U/G</i> <i>Purpose/ Audience</i> <i>Structure/Syntax</i> <i>Vocabulary</i> <i>Spelling</i> <i>Punctuation</i>	<i>0-1</i>	<i>A very basic attempt at explaining the event is made, but with extremely limited content.</i> <i>Little recognisable sense of purpose or audience is conveyed.</i> <i>Material lacks organisation, and basic sentence structure is flawed.</i> <i>A very limited range of vocabulary is employed.</i> <i>Spelling of even simple words is often inaccurate.</i> <i>Punctuation is often omitted, with little grasp of basic conventions.</i>
<i>F/E</i> <i>Purpose/ Audience</i> <i>Structure/Syntax</i> <i>Vocabulary</i> <i>Spelling</i> <i>Punctuation</i>	<i>2-3</i>	<i>The article contains some definite sense of the writer's thoughts about the importance of the event.</i> <i>The writing shows some awareness of the purpose of the task and begins to communicate with the audience.</i> <i>Organisation of the material makes limited use of variety in structure.</i> <i>The vocabulary is generally basic, but with some more complex words.</i> <i>Spelling of words within the above range is often correct but with a significant number of inaccuracies.</i> <i>A range of punctuation is used with some control.</i>

Target grades

<p>D</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>4-5</p>	<p>The article contains a reasonable amount of information about the writer's thoughts about the importance of the event.</p> <p>There is a reasonable awareness of purpose and of how to communicate with the specified audience.</p> <p>Organisation of the material shows a fairly sound grasp, with some use of paragraphs and varied structure.</p> <p>Vocabulary has a reasonable range and is generally appropriate to the task.</p> <p>Spelling is reasonably accurate over the range employed.</p> <p>Control of punctuation is reasonably secure.</p>
<p>C</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>6-7</p>	<p>The article conveys clearly the writer's thoughts about the importance of the event.</p> <p>The style and tone convey meaning and intention clearly, adapting these to the specified purpose and audience.</p> <p>Organisation of the material is sound, with a range of sentence structures and appropriate use of paragraphs.</p> <p>Vocabulary is suitable and sufficiently varied.</p> <p>Spelling is mostly correct but may contain occasional errors.</p> <p>Control of punctuation is mostly secure, with some variety.</p>
<p>B</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>8</p>	<p>The article shows a good grasp of how to communicate the writer's thoughts about the importance of the event effectively.</p> <p>The style and tone of the writing are effective in communicating meaning and intention, and well adapted to the specified purpose and audience.</p> <p>The writing is well constructed, and secure in its use of paragraphing.</p> <p>Vocabulary is flexible and aptly chosen.</p> <p>Spelling of simple and complex words is usually correct.</p> <p>Control of punctuation is secure, with a range of marks used.</p>
<p>A/A*</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>9/10</p>	<p>The article shows a powerful grasp of how to communicate the writer's thoughts about the importance of the event.</p> <p>There is a register which is fully appropriate to the purpose and needs of the audience and the writing is assured in its style.</p> <p>The writing is cohesive and capable of complexity in its construction, with secure and effective use of paragraphs.</p> <p>Vocabulary is ambitious and expressive.</p> <p>Spelling is accurate across a wide range, including demanding vocabulary, with only occasional slips.</p> <p>Control of punctuation is effective, with a variety of marks used to enhance communication.</p>

Note

In writing questions such as Section B(ii), markers should allocate about a **third** of the total marks for accuracy of punctuation and spelling, that is, up to 3 marks out of the 10.

Section C

In this section, you will be assessed on the quality of your **Writing**.

You best friend has just received some very bad news and her/his reaction was, “There’s no point fighting it. Just give up.”

Write a letter to your friend persuading her/him to adopt a positive approach to her/his news.

Total 20 marks for Writing

The ‘best fit’ approach

An answer may not always satisfy every one of the assessment criteria for a particular grade in order to receive a mark within that grade range, since on individual criteria the answer may meet the descriptor for a higher or lower grade. The ‘best fit’ approach should be used to determine the grade which **corresponds most closely** to the overall quality of the response. Within the band for the grade, the presence of a minority of characteristics pertaining to higher or lower grades will help to determine the precise mark to be awarded.

Extension below grade D

This extension to the scale down to grades U/G in italics is only for use in circumstances where candidates clearly perform below grade D on this question

The relationship between marks and grades is for guidance only. How marks relate to grades will be determined by the awarding committee, and may vary with each examination session.

Notional Grade	Mark Range	Descriptor
U/G <i>Purpose/ Audience</i> <i>Structure/Syntax</i> <i>Vocabulary</i> <i>Spelling</i> <i>Punctuation</i>	0-4	<i>The letter contains a little sense of the writer’s thoughts about being positive.</i> <i>A slight sense of purpose and audience is conveyed.</i> <i>Organisation of the material is simple, with basic sentence structure.</i> <i>A limited range of vocabulary is employed.</i> <i>Spelling of words within the above range is often correct, but with many inaccuracies.</i> <i>Punctuation is basic, with limited control.</i>
F <i>Purpose/ Audience</i> <i>Structure/Syntax</i> <i>Vocabulary</i> <i>Spelling</i> <i>Punctuation</i>	5-6	<i>The letter contains some definite sense of the writer’s thoughts about the importance of the being positive.</i> <i>The writing shows some awareness of the purpose of the task, and begins to communicate with the audience.</i> <i>Organisation of the material makes limited use of variety in sentence structure.</i> <i>The vocabulary is generally basic, but with some more complex words.</i> <i>Spelling of words within the above range is often correct but with a significant number of inaccuracies.</i> <i>A range of punctuation is used with some control.</i>

E	7-8	<p><i>The letter contains a fair amount of information about the writer's thoughts about the importance of being positive.</i></p> <p><i>The writing shows some capacity to fit material to the purpose and requirements of the task and the audience.</i></p> <p><i>Organisation of the material shows some grasp of paragraphing and variety of structure.</i></p> <p><i>The range of vocabulary shows some selection of appropriate words.</i></p> <p><i>Spelling of a range of words is inconsistent, though often correct.</i></p> <p><i>Control of punctuation has some inconsistencies.</i></p>
Purpose/ Audience		
Structure/Syntax		
Vocabulary		
Spelling		
Punctuation		

Target grades

D	9-10	<p>The letter contains a reasonable amount of information about the writer's thoughts about the importance of being positive.</p> <p>There is a reasonable awareness of purpose, and of how to communicate with the specified audience.</p> <p>Organisation of the material shows a fairly sound grasp, with some use of paragraphs and varied sentence structure.</p> <p>Vocabulary has a reasonable range, and is generally appropriate to the task.</p> <p>Spelling is reasonably accurate over the range employed.</p> <p>Control of punctuation is reasonably secure.</p>
Purpose/ Audience		
Structure/ Syntax		
Vocabulary		
Spelling		
Punctuation		
C	11-13	<p>The letter conveys clearly the writer's thoughts about the importance of being positive.</p> <p>The style and tone convey meaning and intention clearly, adapting these to the specified purpose and audience.</p> <p>Organisation of the material is sound, with a range of sentence structures and appropriate use of paragraphs.</p> <p>Vocabulary is suitable and sufficiently varied.</p> <p>Spelling is mostly correct, but may contain occasional errors.</p> <p>Control of punctuation is mostly secure, with some variety.</p>
Purpose/ Audience		
Structure/ Syntax		
Vocabulary		
Spelling		
Punctuation		
B	14-16	<p>The letter shows a good grasp of how to communicate effectively the writer's thoughts about the importance of being positive.</p> <p>The style and tone of the writing are effective in communicating meaning and intention, and well adapted to the specified purpose and audience.</p> <p>The writing is well constructed and secure in its use of paragraphing.</p> <p>Vocabulary is flexible, and aptly chosen.</p> <p>Spelling of simple and complex words is usually correct.</p> <p>Control of punctuation is secure, with a range of marks used.</p>
Purpose/ Audience		
Structure/ Syntax		
Vocabulary		
Spelling		
Punctuation		

<p>A</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary Spelling</p> <p>Punctuation</p>	<p>17-18</p>	<p>The letter shows a powerful grasp of how to communicate the writer’s thoughts about the importance of being positive.</p> <p>There is a register which is fully appropriate to the purpose and needs of the audience, and the writing is assured in its style. The writing is cohesive and capable of complexity in its construction, with secure and effective use of paragraphs. Vocabulary is ambitious and expressive. Spelling is accurate across a wide range, including demanding vocabulary, with only occasional slips. Control of punctuation is effective, with a variety of marks used to enhance communication.</p>
<p>A*</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling Punctuation</p>	<p>19-20</p>	<p><i>The letter is compelling, with exceptionally lucid communication of the speaker’s thoughts about being positive.</i></p> <p>The task is approached in a way which is sharply focused and arresting in its sense of purpose, use of register and response to the audience’s needs, with writing which is confident and wide-ranging in its use of language devices. The writing has a close-knit, cogent construction, with confident use of complex structures. Vocabulary has an extensive range, and is subtle and expressive. Spelling is consistently excellent. Control of a wide range of punctuation marks is subtle and effective.</p>

Note

In writing questions such as Section C, markers should allocate about a **third** of the total marks for accuracy of punctuation and spelling, that is, up to 7 marks out of the 20.

Edexcel International
London Examinations
IGCSE

IGCSE English Language (4355)
Mark schemes for Specimen Papers
Paper 03 (common to both tiers)

Question 1

You will be assessed on the quality of your **Reading**.

Look again at *The Last Night* from the Anthology, which is printed on the examination paper.

- a) In what ways do the adults behave differently from the children?
- b) In what ways are the adults treated differently from the children?

You should consider

- how the children behave
- how the adults behave
- how the children and adults are treated by other people
- the use of effective and vivid language

You should support your answer with examples from the text.

20 marks for Reading

The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular grade in order to receive a mark within that grade range, since the answer may meet the descriptor for a higher or lower grade on individual criteria. The 'best fit' approach should be used to determine the grade which **corresponds most closely** to the overall quality of the response. Within the band for the grade, the presence of a minority of characteristics pertaining to higher or lower grades will help to determine the precise mark to be awarded.

The relationship between marks and grades is for guidance only. How marks relate to grades will be determined by the awarding committee, and may vary with each examination session.

Notional Grade	Mark Range	Descriptor
U/G	0-4	The candidate makes a very basic attempt at comment on the treatment and behaviour of the adults and children, but with extremely limited content or grasp of language. A few relevant points are made, but not clearly or with development.
F	5-6	The candidate shows some understanding of the impression given of the treatment and behaviour of the adults and children. There is a limited awareness of the writer's language or its effect. Points are made, but with little development.
E	7-8	The candidate shows a reasonable, but not fully developed understanding of the impression given of the treatment and behaviour of the adults and children. There is some awareness of the writer's language and its effect. Some valid points are made reasonably clearly and with some interpretation.

D	9-10	The candidate shows a generally sound and reasonably sustained grasp of the impression given of the treatment and behaviour of the adults and children. There is fair understanding of the language use and its effect. Several clear points are made in a way which makes reasonable use of the text to illustrate Faulks's use of language.
C	11 -13	The candidate shows a secure and sustained grasp of the impression given of the treatment and behaviour of the adults and children. There is a clear understanding of the language used and its effect. The answer makes sound use of the material in the text, showing evidence of a personal response to Faulks's writing.
B	14-16	The candidate reveals good analysis, based on thorough understanding of the treatment and behaviour of the adults and children. There is a clear organisation of the material in the passage, with thoughtful interpretation of the writer's language and its effect.
A	17-18	The candidate offers perceptive analysis and assured understanding of the treatment and behaviour of the adults and children. Ideas are presented coherently, in a well organised and fully developed personal response. Interpretations of the writer's language and its effect on creating the dramatic moment show insight.
A*	19-20	The candidate shows a very assured grasp of the treatment given to, and behaviour of, the adults and children. There is an ability to present points and to analyse with clarity and originality; the personal response and interpretation of the writer's language, and its effect on creating the dramatic moment, show considerable penetration and insight.

Question 2

You will be assessed on the quality of your **Writing**.

Write on one of these topics:

- (a) A story with this title: *The Final Journey*.
- (b) Describe a place that has played an important part in your life.
- (c) Write a speech for a school debate arguing **either** for **or** against this statement
“Life in the countryside is better than life in the town.”

20 marks for Writing

The ‘best fit’ approach

An answer may not always satisfy every one of the assessment criteria for a particular grade in order to receive a mark within that grade range, since the answer may meet the descriptor for a higher or lower grade on individual criteria. The ‘best fit’ approach should be used to determine the grade which **corresponds most closely** to the overall quality of the response. Within the band for the grade, the presence of a minority of characteristics pertaining to higher or lower grades will help to determine the precise mark to be awarded.

The relationship between marks and grades is for guidance only. How marks relate to grades will be determined by the awarding committee, and may vary with each examination session.

Notional Grade	Mark Range	Descriptor
U/G	0-4	The chosen task contains a little narrative/description/outline of relevant incident/argument.
Purpose/ Audience		A slight sense of purpose and audience is conveyed.
Structure/Syntax		Organisation of the material is simple, with basic sentence structure.
Vocabulary		A limited range of vocabulary is employed.
Spelling		Spelling of words within the above range is often correct but with many inaccuracies.
Punctuation		Punctuation is basic, with limited control.

<p>F</p> <p>Purpose/ Audience</p> <p>Structure/Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>5-6</p>	<p>The chosen task contains some narrative/description/outline of relevant incident/argument.</p> <p>The writing shows some awareness of the purpose of the task and begins to communicate with the audience. Organisation of the material makes limited use of variety in structure.</p> <p>The vocabulary is generally basic, but with some more complex words.</p> <p>Spelling of words within the above range is often correct but with a significant number of inaccuracies.</p> <p>A range of punctuation is used with some control.</p>
<p>E</p> <p>Purpose/ Audience</p> <p>Structure/Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>7-8</p>	<p>The chosen task contains a fair amount of narrative/description/outline of relevant incident/argument.</p> <p>The writing shows some capacity to fit material to the purpose of the task and the audience. Organisation of the material shows some grasp of paragraphing and variety of structure.</p> <p>The range of vocabulary shows some selection of appropriate, more complex words.</p> <p>Spelling of words within the above range is often correct, but with some inconsistencies.</p> <p>A range of punctuation is used with fair control, but some inconsistency.</p>
<p>D</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>9-10</p>	<p>The chosen task contains a reasonably clear narrative/description/outline of relevant incident/argument.</p> <p>There is a reasonable awareness of purpose, and of how to communicate with the specified audience. Organisation of the material shows a fairly sound grasp, with some use of paragraphs and varied sentence structure. Vocabulary has a reasonable range and is generally appropriate to the task.</p> <p>Spelling is reasonably accurate over the range employed. Control of punctuation is reasonably secure.</p>
<p>C</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>11-13</p>	<p>The chosen task contains narrative/description/outline of relevant incident/argument clearly expressed and with sound awareness of the appropriate format.</p> <p>The style and tone convey meaning and intention clearly, adapting these to the specified purpose and audience. Organisation of the material is sound, with a range of sentence structures and appropriate use of paragraphs. Vocabulary is suitable and sufficiently varied.</p> <p>Spelling is mostly correct, but may contain occasional errors.</p> <p>Punctuation is mostly secure, with some variety.</p>

<p>B</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>14-16</p>	<p>The chosen task shows a strong grasp of how to communicate a narrative/description/outline of relevant incident/argument effectively, with good awareness of the appropriate format.</p> <p>The style and tone of the writing are effective in communicating meaning and intention, and well adapted to the specified purpose and audience.</p> <p>The writing is well constructed and secure in its use of paragraphing.</p> <p>Vocabulary is flexible and aptly chosen.</p> <p>Spelling of simple and complex words is usually correct.</p> <p>Control of punctuation is secure, with a range of marks used.</p>
<p>A</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>17-18</p>	<p>The chosen task is powerful in its ability to communicate a narrative/description/outline of relevant incident/argument, with confident awareness of the appropriate format.</p> <p>There is a register which is fully appropriate to the purpose and needs of the audience, and the writing is assured in its style.</p> <p>The writing is cohesive and capable of complexity in its construction, with secure and effective use of paragraphs.</p> <p>Vocabulary is ambitious and expressive.</p> <p>Spelling is accurate across a wide range, including demanding vocabulary, with only occasional slips.</p> <p>Control of punctuation is effective, with a variety of marks used to enhance communication.</p>
<p>A*</p> <p>Purpose/ Audience</p> <p>Structure/ Syntax</p> <p>Vocabulary</p> <p>Spelling</p> <p>Punctuation</p>	<p>19-20</p>	<p>The chosen task is compelling in its ability to communicate a narrative/description/outline of relevant incidents/argument.</p> <p>The task is approached in a way which is sharply focused and arresting in its sense of purpose, use of register and response to the audience's needs, with writing which is confident and wide-ranging in its use of language devices.</p> <p>The writing has a close-knit, cogent construction, with confident use of subordination and syntactical complexity.</p> <p>Vocabulary has an extensive range and is subtle and expressive.</p> <p>Spelling is consistently excellent.</p> <p>Control of a wide range of punctuation marks is subtle and effective.</p>

Note

In writing questions such as Question 2, markers should allocate about a **third** of the total marks for accuracy of punctuation and spelling, that is, up to 7 marks out of the 20.

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Edexcel International Publications, Adamsway, Mansfield, Notts, NG18 4FN, UK

Telephone: +44 (0) 1623 450 781
Fax: +44 (0) 1623 450 481
Email: intpublications@linneydirect.com

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For more information on Edexcel International, please contact our
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Registered Office: 190 High Holborn, London WC1V 7BE, UK

