

IGCSE

London Examinations IGCSE

English Language (4355)

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delivered locally, recognised globally

Specification

London Examinations IGCSE

English Language (4355)

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Changes from Issue 1 are indicated by marginal lines.

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Authorised by Elizabeth Blount

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Introduction

London Examinations IGCSE in English Language is designed as a two-year course offering an alternative to London Examinations GCE O Level and the Edexcel GCSE in English. This specification includes some features of the GCSE, such as the breadth of reading and writing required, and the possibility of both written and oral coursework. The reading requirements of the course are covered in the London Examinations Anthology, for use throughout the course and in the examination.

Key features

- an anthology of reading material distributed at the beginning of the course contains a range of reading material
- a wide range of reading and writing tasks
- the anthology contents and the examination questions designed with the needs of an international entry in mind
- tiers of entry allow students to be entered at the appropriate level
- two routes for assessment: 100% examination, or 70% examination and 30% coursework (Edexcel approved Teaching Institutions only)
- coursework option includes assessment of speaking and listening
- a full range of teacher support
- provides a solid basis for AS and Advanced GCE, English Language or Literature, or equivalent qualifications.

Availability of examination sessions

The specification will be examined twice a year, in May and November.

Centres are asked to note that the coursework component of this specification is normally available only to candidates studying at centres that have been recognised by Edexcel International as International Teaching Institutions. For full details, see the section 'Availability of coursework to international centres'.

Summary of scheme of assessment

Paper/ component	Mode of assessment	Weighting	Length
1	Examination Paper 1F Foundation Tier Grades C – G	70%	2 hours
2	Examination Paper 2H Higher Tier Grades A* - D	70%	2 hours
3	Examination Paper 3, common to both tiers Grades A* - G	30%	1½ hours
4	Written coursework, common to both tiers Grades A* - G	20%	Two assignments
5	Speaking and listening coursework, common to both tiers Grades A* - G	10%	Two assignments

Route 1, 100% examination: Paper 1F (Foundation Tier) or Paper 2H (Higher Tier) plus Paper 3 (Foundation and Higher tiers in one paper)

Route 2, 70% examination and 30% coursework: Paper 1F (Foundation Tier) or Paper 2H (Higher Tier) plus component 4 (written coursework) and component 5 (speaking and listening coursework)

Foundation Tier students on route 1 will take Paper 1F and Paper 3.

Foundation Tier students on route 2 will take Paper 1F and components 4 and 5.

Higher Tier students on route 1 will take Paper 2H and Paper 3.

Higher Tier students on route 2 will take Paper 2H and components 4 and 5.

Summary of the specification content

Paper 1F (Foundation Tier) and Paper 2H (Higher Tier)

Reading: questions to test understanding of an unprepared reading passage and a passage from Section A of the London Examinations Anthology.

Writing: a short task based on the topic of the Section A reading passage, and a task to test writing to *inform, explain, describe*.

Paper 3 (common to both tiers, examination alternative to coursework)

Reading: a question to test understanding of Section B of the London Examinations Anthology.

Writing: a choice of tasks to test writing to *explore, imagine, entertain* and writing to *argue, persuade, advise*.

Component 4 (common to both tiers, written coursework)

Reading: a piece of writing responding to Section B of the London Examinations Anthology.

Writing: a piece of personal and imaginative writing.

AND

Component 5 (common to both tiers, speaking and listening coursework)

An individual talk

Group work.

Specification aims and assessment objectives

Aims

This specification gives candidates opportunities to

- develop their understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities
- develop the ability to read, understand and respond to material from a variety of sources; to recognise and appreciate themes and attitudes and the ways in which writers achieve their effects
- develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

Assessment objectives

Speaking and listening (AO1) (coursework option only)

Candidates must be provided with opportunities to

- explain, describe, narrate
- discuss, argue, persuade

in a variety of formal and informal contexts.

Candidates will be required to

AO1(i) communicate clearly and imaginatively

AO1(ii) use Standard English appropriately

AO1(iii) listen to and understand varied speech

AO1(iv) participate in discussion, by both speaking and listening, judging the nature and purposes of contributions and the role of participants.

Reading (AO2)

The range of reading provided should include fiction and non-fiction texts, and should include texts from a variety of cultures and traditions.

The range and purpose for reading should be wide, including reading for pleasure and reading to retrieve particular information for study purposes.

All candidates will be required to demonstrate an ability to

AO2(i) read with insight and engagement, making appropriate reference to texts and developing and sustaining interpretations of them

AO2(ii) follow an argument, distinguishing between fact and opinion

AO2(iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects.

Writing (AO3)

Candidates must be provided with opportunities to write in a wide range of forms and genres to

- explore, imagine, entertain
- inform, explain, describe
- argue, persuade, advise.

All candidates will be required to demonstrate an ability to

AO3(i) communicate clearly and imaginatively, using and adapting forms for different readers and purposes

AO3(ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features

AO3(iii) use a range of sentence structures effectively, with accurate punctuation and spelling.

Scheme of assessment

Tiers of entry

Candidates must be entered for **either** Foundation Tier **or** Higher Tier.

The Foundation Tier examination will be targeted at grades in the range C to G. The highest grade which will be awarded on Foundation Tier is grade C.

The Higher Tier examination will be targeted at grades A* to D. There will be a 'safety net' grade E awarded to candidates who narrowly fail to achieve grade D.

Candidates who achieve below grade G on Foundation Tier, and below grade E on Higher Tier, will be awarded 'Ungraded'.

Relationship of assessment objectives to assessment components

100% examination route (Foundation and Higher Tiers)

Assessment Objectives	Paper 1F or 2H Weighting	Paper 3 Weighting	Component 4 Weighting	Component 5 Weighting	Overall weighting
AO1 Speaking and listening	-	-	-	-	-
AO2 Reading	35%	15%	-	-	50%
AO3 Writing	35%	15%	-	-	50%

70% examination and 30% coursework route

Assessment Objectives	Paper 1F or 2H Weighting	Paper 3 Weighting	Component 4 (written coursework) Weighting	Component 5 (Speaking & listening coursework) Weighting	Overall weighting
AO1 Speaking and listening	-	-	-	10%	10%
AO2 Reading	35%	-	10%	-	45%
AO3 Writing	35%	-	10%	-	45%

The percentages above are not intended to provide a precise statement of the number of marks allocated to particular Assessment Objectives.

Awarding and reporting

The grading, awarding and certification of this specification will comply with the requirements of the IGCSE for courses starting for first examination in 2005.

Assessment of this specification will be available in English only. All written work for examination must be submitted in English.

Availability of coursework to international centres

Centres are asked to note that the coursework component of this specification is normally available only to candidates studying at centres that have been recognised by Edexcel International as International Teaching Institutions. Candidates studying on their own or at centres recognised as Private Centres are not normally permitted to enter for the coursework component of the specification.

Private Centres may not undertake school-based assessment without the written approval of Edexcel International. This will only be given to centres that satisfy Edexcel International requirements concerning resources/facilities and moderation. Teachers at these centres will be required to undertake special training in assessment before entering candidates. Edexcel International offers centres in-service training in the form of courses and distance learning materials. Private centres that would like to receive more information on school-based assessment should, in the first instance, contact the International Customer Relations Unit.

International Customer Relations Unit (ICRU)
Edexcel International
190 High Holborn
London
WC1V 7BE
UK

international@edexcel.org.uk

Students with particular requirements

Regulations and guidance relating to candidates with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained by contacting the International Customer Relations Unit (ICRU) at the address below or by telephoning +44 (0) 190 884 7750.

London Examinations will assess whether or not special consideration or concessions can be made for candidates with particular requirements. Requests should be addressed to

International Customer Relations Unit (ICRU)
Edexcel International
190 High Holborn
London
WC1V 7BE
UK

Specification content

Written examination: Paper 1F (Foundation Tier) and Paper 2H (Higher Tier) (70%) 60 marks

2 hours

This paper will assess 70% of the total English Language mark and will assess Reading (35%) and Writing (35%).

There will be **three** sections on the paper.

Section A. There will be questions on an unprepared non-fiction reading passage printed on the examination paper. The reading passage may be the same for both tiers.

Foundation Tier questions will test factual comprehension, inference and an understanding of how writers use language. Higher Tier questions will require a deeper understanding and evaluation of how writers use linguistic and structural devices to achieve effects.

Candidates answer all questions in this section.

This section addresses AO2(i), AO2(ii) and AO2(iii)

(20 marks for Reading)

Section B. This section will be in **two** parts. Candidates answer both parts.

- **Part 1** will test understanding of a passage from Section A of the London Examinations Anthology.

There will be **one** question, which will test the candidate's ability to develop interpretations of the text, supported by reference to the text.

This part addresses AO2(i)

(10 marks for Reading)

- **Part 2** will be a writing task, based on the topic of the reading passage in Part 1.

This part addresses AO3(i), AO3(ii) and AO3(iii)

(10 marks for Writing)

Section C. There will be a test of writing to *inform, explain, describe*. One question will be set.

This section addresses AO3(i), AO3(ii) and AO3(iii)

(20 marks for Writing)

The 60 marks available for Papers 1F and 2 will be scaled to 70% of the total assessment.

Candidates are advised to allocate equal time to each section of the paper.

Written examination: Paper 3, common to both tiers. (30%) 30 marks

1½ hours

This paper will assess 30% of the total English Language mark and will assess Reading (15%) and Writing (15%).

The paper will consist of two parts:

Part 1. One question which will test understanding of one or more pieces from Section B of the London Examinations Anthology.

This part addresses AO2(i) and AO2(iii)

(15 marks for Reading)

Part 2. There will be a choice of topics testing writing to *explore, imagine, entertain* and writing to *argue, persuade, advise*. Candidates choose **one** topic.

This part addresses AO3(i), AO3(ii) and AO3(iii)

(15 marks for Writing)

Candidates are advised to allocate equal time to each part of the paper.

Coursework (internally assessed) 30%

The coursework option is open to those centres which have been approved by Edexcel to conduct coursework. There are **two** components.

Component 4: Written coursework (optional) (20%)

Candidates will complete **two** coursework assignments:

Unit 1: Writing based on a piece or pieces from the London Examinations Anthology, Section B. (10%, marked for Reading).

This assignment must address AO2(i) and AO2(iii): “read with insight and engagement...understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects”

Unit 2: A piece of personal and imaginative writing (10%, marked for Writing).

This unit encompasses a wide range of possible types of writing: autobiographical, creative, descriptive, discursive. Its purpose should be to *explore, imagine, entertain* or *to argue, persuade, advise*. Within these boundaries there is a free choice of topic.

This assignment addresses AO3(i), AO3(ii) and AO3(iii)

Production of written coursework

Each piece of coursework should contain the candidate's name, the date on which the work was completed, the mark awarded and a brief teacher comment justifying the mark. This comment should be based on the assessment criteria for the mark range awarded.

There is no minimum or maximum word limit for coursework pieces. Typically, a coursework piece might be 450 to 600 words, but there is no penalty for exceeding these guidelines. A piece of descriptive writing for Unit 2, for example, may be less than 450 words. A story for the same unit may be well over 1,000 words. The length of the piece should be determined by 'fitness for purpose'.

Coursework pieces may be handwritten or word-processed.

Teachers may advise candidates in the production of coursework, but should **not** proof-read early drafts and correct every technical error. Teachers may suggest improvements to the content of the coursework, but it is the candidate's responsibility to make any corrections. There is no limit to the number of coursework pieces a candidate may produce from which to select the best pieces for final assessment, nor to the number of drafts a candidate may produce. However, teachers should be mindful of the overall weighting of written coursework (20%) and make sure that the coursework component does not take up an inordinate amount of curriculum time.

Teachers should be alert to essays derived from other sources – such as the Internet – when signing the declaration on the Coursework frontsheet.

See **Internal assessment** on page 15 for details of coursework assessment and procedures.

Examples of assignments

Reading

This teacher-devised assignment could be a detailed analysis of the language of one piece from Section B of the London Examinations Anthology, or a comparative piece based on two or more pieces.

- Compare the tragedies of the characters in *The Last Night* and *Refugee Blues*.
- Compare any two texts about children. How are they similar? How do they differ?
- Pick any two poems. How do they reflect the idea of a turning-point?
- How is suspense created in *A Hero*?

Writing

The topic could be suggested by a piece in the London Examinations Anthology

- The decision
- The last time I saw....
- The news report said that the asteroid was heading straight for the earth...

Or an unrelated topic

- The visitor
- The person who has influenced me most
- The strangest place I have ever visited
- Advice for a visitor to my area

Component 5: Speaking and listening coursework (10%)

Teachers will devise their own speaking and listening tasks. These may be carried out at any time during the course, to suit the needs of the centres.

Each candidate's final mark will be based on two speaking and listening tasks, which will be internally assessed according to the Criteria for the Assessment of Oral Coursework on pages 18 - 21 of this specification.

Candidates should be given opportunities throughout the course to show their competence in a variety of tasks in speaking and listening, both individual and collaborative, and in a variety of contexts, both formal and informal.

This range must include talk to

- explain, describe, narrate
- discuss, argue, persuade.

There are **two** types of activity that must be assessed

1. Individual talk

The focus here is on the personally created and presented oral work of the individual candidate. This is likely to be in a formal context, requiring closer attention to Standard English, and providing opportunities for candidates to *explain, describe, narrate*.

Examples of activities

- a talk describing a topic or area of interest to the candidate
- a speech in a formal debate, explaining an opinion
- a presentation to the class, explaining a controversial point of view on an issue
- a report of a representative, presenting the findings of a small group to the whole class
- a role-play, in which the candidate plays a character from a literary text.

2. Group work

This provides opportunities for candidates to show their competence in collaborative speaking and listening work.

Contexts may be relatively informal. There is no restriction on size of groups, but pair work alone may limit candidates' opportunities to show more complex skills in discussion and interaction.

The main focus of assessment will be the *discuss, argue, persuade* triplet.

Examples of activities

- problem solving situations which involve exploring different options and reaching a decision or course of action e.g. how to spend a sum of money to improve school facilities; how to integrate a new candidate into a tutor group.
- this could be extended to role play simulation where members of the group represent, for instance, members of a community facing a challenge like the loss of a local amenity
- discussion of a controversial issue, for instance the ethics of cloning

- collaborative work on a literary text, for instance discussing the interpretation of a poem.

It is possible to base the final mark on a single task which incorporates assessment opportunities for both individual talk and group work.

Task setting

Guidance on task setting is in the Teacher's Guide for this specification. Teachers are advised to read the marking criteria for speaking and listening, to ensure that the task set does not place a ceiling on the number of marks that can be awarded. The task should enable the candidate to achieve the highest level, at whichever tier that candidate might have been entered. A candidate with weak writing skills will often perform confidently and fluently at speaking and listening.

Candidates will normally need more than one opportunity to be assessed in each of the two situations: individual talk and group work. This will enable the candidate to choose the best occasion in each to be submitted for final assessment.

See page 15 for details of coursework assessment and procedures.

See the Teacher's Guide for details of coursework deadlines.

Internal Assessment

Coursework component 4: written coursework

Assessment of written coursework

Teachers must mark each piece of coursework according to the Assessment Criteria on page 22 (Reading, Unit 1) and pages 23 – 25 (Writing, Unit 2) of this specification. Teachers should use their professional judgement to select and apply the criteria to the work of candidates appropriately and fairly. Each successive grade description assumes the continued demonstration of those qualities described in the lower grades.

Candidates should be awarded the appropriate mark within any range on a 'best fit' basis, balancing strengths and weaknesses within each essay.

London Examinations will publish exemplar coursework essays with marks and commentaries to help teachers in their assessments.

Standardisation of written coursework

Towards the end of the course London Examinations will request a sample of coursework to be sent to a London Examinations appointed coursework moderator. The moderator will either broadly confirm the marks awarded by the teachers in the centre, or will adjust marks accordingly. Where there is more than one teacher of the coursework option within a centre, the centre should conduct internal standardisation. This can be achieved by paired marking with reference to the benchmark material published by London Examinations.

Completed coursework should be kept secure within the centre until at least six months after the examination session. Coursework may then be returned to candidates.

Final assessment of written coursework at the end of the course

There will be two marks out of 40

Unit 1. Responding to the texts in Section B of the London Examinations Anthology (marked for Reading)

Unit 2. Personal and imaginative writing (marked for Writing)

These two pieces are equally weighted. At the end of the course they may be re-assessed and the marks adjusted in light of internal standardisation.

The final overall coursework mark is also a mark out of 40. It should be an average of the two individual marks out of 40, with adjustment up or down according to a judgement of the overall achievement.

Example 1

Reading mark: 28

Writing mark: 32

Overall coursework mark: 60 divided by 2, = 30.

Example 2

Reading mark: 25

Writing mark: 22

Overall coursework mark: 47 divided by 2, either 23 or 24 depending on the teacher's judgement.

Effort and potential should not be rewarded as such. Teachers should be rewarding the quality of the writing and reading demonstrated in the essays. A second opinion by a teacher (other than the class teacher) will help the centre to arrive at an objective judgement on achievement.

Written coursework frontsheets

Final coursework marks for each candidate should be recorded on the Coursework frontsheets (Appendix 2) on page 31 of this specification. Teachers should photocopy the number of sheets required.

Coursework component 5: Speaking and listening coursework

Assessment

Teachers must mark each assessed speaking and listening activity according to the Assessment Criteria on pages 18-21 of this specification. Teachers should use their professional judgement to select and apply the criteria appropriately and fairly to the performance of candidates. Each successive grade description assumes the continued demonstration of the qualities described in the lower grades.

Candidates should be awarded the appropriate mark within any range on a 'best fit' basis, balancing strengths and weaknesses within each activity. Teachers should follow the procedure set out below

- teachers should make a broad judgement using the general criteria
- this initial judgement should then be further refined using the specific criteria.

Record keeping

Teachers should keep a record of a candidate's speaking and listening assessments in a mark book or other format. This should record the following information for each activity:

- task
- date
- mark awarded
- brief evaluation justifying the mark.

A London Examinations moderator who visits the school will expect to see speaking and listening records.

Standardisation of speaking and listening assessments

London Examinations will provide a videotape of speaking and listening activities, marks and commentaries to assist teachers in making their assessments.

London Examinations will conduct a statistical analysis of a centre's speaking and listening coursework marks in relation to written coursework marks. Anomalies arising from this analysis may result in further investigation of marking standards and an adjustment to the marks submitted.

Centres are not required to keep an audio or videotaped record of candidates' speaking and listening activities.

Where there is more than one teacher of the coursework option within a centre, the centre should introduce a system of internal standardisation. This can be achieved by paired marking, with reference to the benchmark material published by London Examinations.

Final assessment of speaking and listening coursework at the end of the course

There will be two marks out of 40.

1. Individual talk (to explain, describe, narrate)
2. Group work (to discuss, argue, persuade)

These two pieces are equally weighted. The final mark for each of the above should be the best mark achieved over the course within that area.

The final overall coursework mark is also a mark out of 40. It should be an average of the two individual marks out of 40, with adjustment up or down according to a judgement of overall achievement.

Speaking and listening coursework frontsheets

Final coursework marks for each candidate should be recorded on the Coursework frontsheets (Appendix 2) on page 32 of this specification. Teachers should photocopy the number of sheets required.

Authentication of coursework

Each candidate's coursework frontsheets must contain a declaration by the teacher that the work submitted for assessment is the candidate's own work.

Attention must be drawn to the seriousness of this declaration. It is the responsibility of the centre to ensure that London Examinations' regulations are adhered to and that no candidate has engaged in unfair examination practice.

Teachers should be alert to essays derived from other sources – such as the Internet – when signing the declaration on the coursework frontsheets.

Speaking and listening: marking criteria

General Criteria		Specific criteria Individual talk: <i>explain, describe, narrate</i>	Specific criteria Group work: <i>discuss, argue, persuade</i>
Unclassified 0-2	Candidates demonstrate limited achievement in speaking and listening		
Grade G 3-5	<p>Candidates speak and listen about personal interests in familiar contexts. They listen to others and recall the main features of what they hear. They show some recognition of the functions of standard English.</p> <p>In individual contributions, they show limited awareness of the listeners.</p> <p>In group work, they listen and make some contribution to discussion.</p>	<ul style="list-style-type: none"> • use straightforward vocabulary • give a simple account or narrative with some detail • give brief responses to general points 	<ul style="list-style-type: none"> • listen and occasionally make contributions • respond generally to some points made by others • express a point of view
Grade F 6-10	<p>Candidates speak clearly in a range of familiar contexts, adapting talk to audience and purpose. They listen carefully to a range of talk and respond to others' ideas and views. They use features of Standard English vocabulary and grammar appropriately.</p> <p>In individual contributions, they show some awareness of the listeners.</p> <p>In group work, they follow discussions carefully and make appropriate contributions.</p>	<ul style="list-style-type: none"> • use an increasing vocabulary to express ideas and order events • provide straightforward factual accounts and narratives • respond simply to requests for clarification 	<ul style="list-style-type: none"> • make some relevant contribution • respond appropriately to central ideas and the contributions of others • express a point of view and occasionally use emphatic language

Speaking and listening: marking criteria

General Criteria		Specific criteria Individual talk: <i>explain, describe, narrate</i>	Specific criteria Group work: <i>discuss, argue, persuade</i>
Grade E 11-15	<p>Candidates speak clearly in different contexts, showing some ability to vary delivery to suit situation and audience. They listen with concentration to a range of talk. They generally use Standard English vocabulary and grammar where appropriate.</p> <p>In individual contributions, they make attempts to engage the listeners' interest.</p> <p>In group work, they concentrate in discussions and make useful contributions.</p>	<ul style="list-style-type: none"> • use straightforward and appropriate language • give structured and occasionally developed accounts • answer questions clearly using some detail 	<ul style="list-style-type: none"> • make useful contributions • respond with some order to familiar and less familiar ideas and subject matter • express opinions and occasionally make decisive points to good effect
Grade D 16-20	<p>Candidates make relevant contributions to talk and are able to organise speech in collaborative contexts, varying their style of delivery as appropriate. They listen attentively and make responses that show some understanding. They are increasingly aware of the need for, and use of, Standard English vocabulary and grammar.</p> <p>In individual contributions, they use different strategies to engage the listeners' interest.</p> <p>In group work, they make a range of effective contributions, taking account of what others say.</p>	<ul style="list-style-type: none"> • use a suitable range of appropriate vocabulary • give ordered and, at times, focused accounts of events and processes • give detailed clarification in response to requests 	<ul style="list-style-type: none"> • take an active part and sustain involvement • recognise others' opinions and respond appropriately and with some development to familiar and unfamiliar ideas and subject matter • use language effectively to convey opinion or line of argument

Speaking and listening: marking criteria

General Criteria		Specific criteria Individual talk: <i>explain, describe, narrate</i>	Specific criteria Group work: <i>discuss, argue, persuade</i>
Grade C 21-25	<p>Candidates speak with fluency and make significant contributions to talk in a variety of different contexts. They listen closely and sympathetically, responding as appropriate. They show a competent use of Standard English vocabulary and grammar in situations that demand it.</p> <p>In individual contributions, they adapt to different audiences, sustaining the interest of the listeners through judgement in choice of style and delivery.</p> <p>In group work, they participate fully, sustaining their listening and making significant contributions.</p>	<ul style="list-style-type: none"> • use varied, ordered and appropriate vocabulary and expression • maintain clarity in overall organisation • answer questions using relevant and effective detail 	<ul style="list-style-type: none"> • make a significant contribution to discussion • respond to complex ideas and engage with others' opinions, recognising obvious assumptions and biases • promote a point of view
Grade B 26-30	<p>Candidates speak purposefully in a range of contexts of increasing complexity, managing the contributions of others. They listen with some sensitivity and respond accordingly. They show effective use of Standard English vocabulary and grammar in a range of situations.</p> <p>In individual contributions, they exhibit confidence and fluency in talk and a sensitive awareness of listeners, adapting style of delivery to their needs.</p> <p>In group work, they make an impact on discussion through sensitive listening and by challenging and constructive contributions.</p>	<ul style="list-style-type: none"> • use a flexible range of vocabulary and grammatical structures to convey meaning, including inferential aspects • manage challenging subject matter effectively • respond to questions or comments in an apt and well-considered way 	<ul style="list-style-type: none"> • make a confident contribution and/or manage collaborative tasks • challenge and build on points made by others • make probing contributions, developing and organising points to achieve impact on audience

Speaking and listening: marking criteria

General Criteria		Specific criteria Individual talk: <i>explain, describe, narrate</i>	Specific criteria Group work: <i>discuss, argue, persuade</i>
Grade A 31-35	<p>Candidates initiate speech and take a leading part in discussion, responding in detail to others' ideas. They listen and respond to a range of complex speech. They show an assured use of Standard English vocabulary and grammar in a range of situations and for a variety of purposes.</p> <p>In individual contributions, they involve listeners skilfully through their command in communicating aspects of challenging content.</p> <p>In group work, they use different ways to initiate, develop and shape discussion, encouraging others' participation.</p>	<ul style="list-style-type: none"> • use a range of highly developed vocabulary to suit a variety of purposes and contexts • show cogency and explicit depth of detail when required • respond to questions in a way which is precisely matched to context 	<ul style="list-style-type: none"> • initiate and sustain discussion through a variety of sensitive contributions • respond persuasively and engagingly • articulate complex ideas, synthesising essential points and resolving outcomes
Grade A* 36-40	<p>Candidates show an exceptionally high ability in handling a wide range of roles. They listen perceptively to a range of complex speech. They are sensitive in their choice of speech style and their use of Standard English vocabulary and grammar is mature and assured.</p> <p>In individual contributions, they adapt readily to task and audience, communicating complex content and managing listeners' attention through sophisticated styles of delivery.</p> <p>In group work, they listen perceptively, making influential and authoritative contributions.</p>	<ul style="list-style-type: none"> • show originality and flair in the use of vocabulary, intonation, expression and gesture • express ideas with subtlety, eg using irony or detachment • show inventive organisation of material • respond to points with authority 	<ul style="list-style-type: none"> • use language in a dynamic and influential way • develop collaborative talk in ways which show sophistication and inventiveness • make thought-provoking contributions through powerful expression and command of the situation

Reading: marking criteria

(This page is used to mark Unit 1 of coursework, a piece based on response to an extract or extracts in Section B of the Anthology)

General Criteria	
Unclassified 1 – 2	Candidates make a limited response to texts
Grade G 3 – 5	Candidates make a basic response to texts. They identify some aspects of content, characters or situation.
Grade F 6 – 10	Candidates make a personal response which shows awareness of key ideas, themes, events and characters. They refer to aspects of texts when explaining their views.
Grade E 11 – 15	Candidates make a personal response to texts which shows familiarity when commenting on key ideas, themes, events and characters. They make inferences and deductions and identify some features of language and structure. They refer to aspects of the text when explaining their views.
Grade D 16 – 20	Candidates make a personal response to texts which shows understanding of meaning and some of the ways in which it is conveyed. They comment on aspects of structure, language and theme as well as expressing their views.
Grade C 21 – 25	Candidates make personal and critical responses to texts which show insight into the ways in which meaning is conveyed. They refer to aspects of language, structure and themes to support their views.
Grade B 26 – 30	Candidates develop a perceptive personal response which shows analytical skills when exploring texts. There is understanding of the techniques by which meaning is conveyed and of ways in which readers may respond. They support their responses with detailed references to language, theme and structure.
Grade A 31 – 35	Candidates show analytical and interpretative skill when evaluating texts, making cross references where appropriate. They develop their ideas and refer in detail to aspects of language and structure making apt and careful comparison, where appropriate, within and between texts.
Grade A* 36 – 40	Candidates show originality of analysis and interpretation when evaluating texts. They make cogent and critical responses to texts in which they explore and evaluate alternative and original interpretations. They show flair and precision in developing ideas with reference to structure. Candidates make subtle and discriminating comparisons, where appropriate, within and between texts.

Mark schemes for writing

This section is used to mark Unit 2, the personal and imaginative written coursework.

This piece of coursework is marked out of 40. Two separate marks will be required, one out of 27, the other out of 13.

Assessment Objectives (i) and (ii) below, are given a combined mark out of 27; Assessment Objective (iii) is marked out of 13.

Candidates should demonstrate their ability to

*(i) **communicate** clearly and imaginatively, using and adapting forms for different readers and purposes*

*(ii) **organise** ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features*

*(iii) use a **range** of sentence structures effectively, with **accurate** punctuation and spelling.*

Assessment Objective (iii) must carry a third of the total marks for any piece marked for writing, whether in coursework or examination.

Procedure for using the grids overleaf

1. The piece of writing should be first assessed for **Assessment Objectives (i) and (ii) combined**. Using a 'best fit' approach the piece should be placed within one of the five mark bands on pages 24 and 25. Marks should not be related to grades at this stage.

2. The initial judgement should then be refined to a single mark out of **27**. There are 6 marks available in all but the highest band. The lowest 2 marks within the band should be used if the piece of work is just into that band, and demonstrates some features of the band below. The middle 2 marks should be used if it is secure within the band; the top 2 marks should be used if the piece is at the top of the band and demonstrates some features of the band above.

3. The piece of work should then be assessed for **Assessment Objective (iii)**. The initial judgement should place the work in one of the five mark bands, and this should then be refined to a single mark out of **13**.

4. The two marks should then be added to arrive at a total mark out of **40**. The marks out of 27 and 13 should be recorded separately on the coursework frontsheet. (See page 32 of the specification), as well as the total mark out of 40.

The *Specimen Examination Papers with Mark Schemes* booklet for International GCSE English explains how to mark the writing pieces for examination practice.

Assessment grid for personal/imaginative coursework, marked for Writing

Assessment Objectives (i) and (ii)

Mark Band	Purpose and audience	Effectiveness of communication	Organisation
Band 1 0-7	little awareness is shown of the purpose of the writing and of the intended reader	the writing communicates at a basic level, using a limited vocabulary and showing little variety of sentence structure	organisation of the material is simple with limited success in opening and development
Band 2 8-13	a basic grasp of the purpose of the writing and of the expectations/requirements of the intended reader is shown	the writing communicates in a broadly appropriate way, with some evidence of control in the choice of vocabulary and sentence structures.	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing and other sequencing devices
Band 3 14-19	a generally clear sense of purpose and understanding of the expectations/requirements of the intended reader is shown	the writing communicates clearly, with a well-chosen vocabulary, and some evidence of crafting in the construction of sentences	organisation of the material is mostly sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices (e.g. use of synonyms, repetition of words and structures, use of contrasts)
Band 4 20-25	a secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown	the writing communicates effectively, with an aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is secure, with a well-judged text structure, effective paragraphing and a range of cohesive devices between and within paragraphs
Band 5 26-27	a strong, assured fulfilment of the writing task, sharply focused on the writer's purpose and the expectations/requirements of the intended reader is shown	the writing is compelling in its communicative impact, with an extensive vocabulary and skilful control in the construction of varied sentence forms	there is sophisticated control of text structure, skilfully sustained paragraphing and the assured application of a range of cohesive devices

Assessment grid for personal/imaginative coursework
Assessment Objective (iii)

Mark Band	Punctuation	Grammar	Spelling
Band 1 0-2	basic punctuation is used with some control	grammatical structuring shows some control	spelling of common words is usually correct, though inconsistencies are present
Band 2 3-5	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 words and more complex words is usually accurate
Band 3 6-8	control of punctuation is mostly secure, including use of speech marks and apostrophes	grammatical structures are accurate and used to create effects, with only occasional errors	spelling of a wide range of words is accurate
Band 4 9-11	punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	a wide range of grammatical structuring is used accurately and effectively to create intended impact and to convey nuances of meaning	spelling is almost always accurate, with only occasional slips
Band 5 12-13	control of the full range of punctuation marks is precise, enabling intended emphases and effects to be conveyed (e.g. by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	spelling of a wide and ambitious vocabulary is consistently accurate

Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade F

Candidates talk and listen in a range of contexts. Their talk is adapted to the purpose; developing ideas, describing events and conveying their opinions clearly. In discussion, they listen with concentration and make contributions, which are responsive to others' ideas and views. They use some of the core features of Standard English vocabulary and grammar appropriately.

In responding to a range of texts, candidates show understanding of key ideas, themes, events and characters, using inference and deduction. They refer to aspects of texts when explaining their views. They locate and retrieve ideas and information.

Candidates' writing communicates clearly, shows liveliness and is organised. The main features of different forms are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The grammatical structure of simple and some complex sentences is usually correct. Spelling is usually accurate. Full stops, capital letters and question marks are used correctly and other punctuation is also used, mostly accurately.

Grade C

Candidates match their talk to the demands of different contexts. They use varied vocabulary and organise their talk to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, varying how and when they participate. They show confident use of Standard English in situations which require it.

Candidates show understanding of the ways in which meaning and information are conveyed in a range of literary and non-literary texts. They give personal and critical responses to literary texts, referring to aspects of language, structure and themes in justifying their views. They select and summarise a range of information.

Candidates' writing engages and sustains the reader's interest. It shows adaptation of style and register to different forms, including using an impersonal style where appropriate. Candidates use a range of sentence structures and varied vocabulary to create effects. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader. Spelling is accurate.

Grade A

In a range of contexts, candidates select and use appropriate styles and registers. They vary their sentence structure, vocabulary and expression confidently for a range of purposes. They sustain discussion through the use of a variety of contributions, listening with sensitivity. They show assured use of Standard English in a range of situations and for a variety of purposes.

Candidates articulate and sustain their responses to texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They identify and analyse argument, opinion and alternative interpretations. They make apt and careful comparison within and between texts, where appropriate.

Candidates' writing has shape and assured control of a range of styles. Narratives use structure as well as vocabulary for a range of effects and non-fiction is coherent, logical and persuasive. A wide range of grammatical constructions is used accurately. Punctuation and spelling are correct; paragraphs are well constructed and linked to clarify the organisation of the writing as a whole.

Textbooks and other resources

A student study guide dedicated to this specification, and an accompanying resource for teachers, will be published in 2004. Please see the section on Edexcel Publications on the next page.

There is useful support material for some aspects of the course in *GCSE English for Edexcel*, published by Hodder and Stoughton, ISBN 0 340 85745 5

Other textbooks which provide practice in reading and writing skills – comprehension; writing in different forms – will also be suitable for this specification.

These websites provide useful teaching ideas on writing for different purposes:

www.bbc.co.uk/education/gcsebitesize/

www.englishresources.co.uk

www.teachit.co.uk

www.sparknotes.co.uk

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by London Examinations on a regular basis. Full details may be obtained from

International Customer Relations Unit (ICRU)
Edexcel International
190 High Holborn
London
WC1V 7BE
UK

Tel: +44 (0) 190 884 7750
E-mail: international@edexcel.org.uk

Edexcel publications

Support materials and further copies of this specification can be obtained from

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4LN
UK

Tel: +44 (0) 1623 450 781
Fax: +44 (0) 1623 450 481
E-mail: intpublications@linneydirect.com

The following support materials will be available from 2003:

- Specimen papers and mark schemes (publication code: UG013052)
- Additional specimen papers and mark schemes with examiner's commentary on sample candidate responses (publication code: UG014431)
- Specification (publication code: UG013063)
- IGCSE London Examinations Anthology (publication code: UG013315)
- Student Study Guide (publication code: UG015644)
- Teacher training materials for Speaking and Listening coursework (both versions include an accompanying commentary booklet)

VHS video version publication code: UG014955

DVD version publication code: UG014952.

Appendices

Appendix One

The London Examinations Anthology for English Language

Contents

Section A

From *Touching the Void* – Joe Simpson

Harriet Tubman – a magazine article by Jone Johnson Lewis

Never Thought I'd be this Lucky – Lisa Laws (*Woman* magazine)

Impact Alert – Asteroids (adapted from an article in *Focus* magazine)

Shopping for Romanian Babies – Sue Lloyd Roberts

Explorers, or Boys Messing About? Steven Morris (*The Guardian*)

From *A Foreign Field* – Ben Macintyre

From *Chinese Cinderella* – Adeline Yen Mah

From *Taking on the World* – Ellen MacArthur

Section B

Dulce et Decorum Est – Wilfred Owen

The Road Not Taken – Robert Frost

Refugee Blues – W. H. Auden

The Country at my Shoulder – Moniza Alvi

Electricity Comes to Cocoa Bottom – Marcia Douglas

The Last Night (from *Charlotte Gray*) – Sebastian Faulks

From *The Arabian Nights*

The Necklace – Guy de Maupassant

A Hero – R.K. Narayan

Candidates are not permitted to take copies of the Anthology into the examination with them. Any piece from the Anthology referred to in the examination questions will be reproduced on the examination paper.

A copy of the Anthology will be sent to each London Examinations centre at the beginning of the IGCSE course once the centre has notified London Examinations of its intention to enter candidates.

Additional copies of the Anthology may be downloaded from the Edexcel International website: www.edexcel-international.org, or ordered from Publications (See page 29).

London Examinations will send hard copies of the Anthology to centres if requested, but centres will be charged for package and posting.

Appendix 2 – Coursework frontsheets

London Examinations: IGCSE in English Language (4355)
 COURSEWORK FRONTSHEET FOR COMPONENT 4, WRITTEN COURSEWORK

FORM A
 May 20____
 November 20____

Centre Number	Candidate Number
Candidate's Surname and Initials	

Candidate's Mark for Unit 2, Writing:	
AO3(i) and (ii):	/27
AO3(iii):	/13
(Separate marks out of 27 and 13 should be recorded, as well as an overall mark out of 40)	
Overall mark for Unit 2, Writing:	/40
Overall mark for Unit 1, Reading:	/40
Overall coursework mark (average of Units 1 and 2):	/40

Date work completed	Title of Assignment
	Unit 1. Response to Section B of the Anthology
	Unit 2. Personal and Imaginative Writing

Declaration by Teacher: I declare that the student's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature of Examining Teacher Date

London Examinations IGCSE in English Language (4355)
COURSEWORK FRONTSHEET FOR COMPONENT 5, SPEAKING AND LISTENING

FORM B

May 20 ____

November 20 ____

Centre Number	Candidate Number
Candidate's Surname and Initials	

Candidate's Standardised Mark for Component 5, Speaking and Listening /40
--

Brief description of activity	Summative Comment Comment on student's overall achievement in relation to the mark scheme criteria
1. Individual talk (<i>explain, describe, narrate</i>)	
2. Group work (<i>discuss, argue, persuade</i>)	

Signature of Examining Teacher

Date

Further copies of this publication are available from
Edexcel International Publications, Adamsway, Mansfield, Notts, NG18 4FN, UK

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