

Mark Scheme (Results)

November 2007

IGCSE

IGCSE English Language (4355/03)

Paper 3

Section 1 - Reading

Main Assessment Objective:

- read with insight

Supporting Assessment Objectives:

- develop and sustain interpretations of texts
- select material appropriate to purpose
- understand and evaluate how writers use linguistic and structural devices to achieve their effects

Question Number	Answer	Mark
1	<p>A relevant answer will focus on:</p> <ul style="list-style-type: none">• evaluating the ways in which the poem conveys the speaker's feelings of being alone and mistreated• using textual evidence to substantiate the points made• the writer's presentation and use of techniques, including use of language <p>Tick valid points, which show a sound grasp of the text and of the requirements of the question.</p> <p>Candidates are free to interpret textual details in a variety of ways. The following section represents a likely interpretation of the text but examiners must evaluate other responses on their merits. It is important to be alert to unusual responses which are well explained and substantiated by effective use of textual evidence.</p>	15

The problems the couple face at the start of the poem

Nowhere to live...	<i>There's no place for us</i>
They are stateless	<i>Once we had a country... "We cannot go there now, my dear"</i>
They have no valid passport	<i>Every spring it blossoms anew: Old passports can't do that ..</i>
They have no official identity	<i>"...you're officially dead..."</i>

the way people react to the couple

The consul shows no sympathy	<i>...banged the table..."You're officially dead..."</i>
The committee makes no serious attempt to help	<i>Asked me politely to return next year</i>
Politicians reject and demonized them	<i>"If we let them in, they will steal our daily bread"</i>
They become political scapegoats and victims	<i>It was Hitler over Europe saying "They must die"</i>
Animals are treated better	<i>Saw a poodle in a jacket fastened with a pin, Saw a door opened and a cat let in</i>
At the end they are hunted	<i>Ten thousand soldiers...Looking for you and me</i>

The settings, including the use of nature

They are in a vast city which still has no accommodation for them	<i>Not one of them was ours</i>
trees in churchyards blossoming in Spring contrasted with their unrenewable documents which condemn them to non existence	<i>. . .an old yew, Every spring it blossoms anew...</i>
The freedom and comfort of animals is contrasted unfavourable with their situation	<i>Saw the fish swimming as if they were free ...birds...sang at their ease...</i>
Presented as isolated in a vast winter landscape	<i>Stood on a great plain in the falling snow</i>

The use of language

Direct conversational register	<i>Say this city ...my dear</i>
Contrasts of vast size/numbers and the isolated couple	<i>Ten million souls...a thousand windows...ten thousand soldiers/ you and me</i>
Repetition in each verse for emphasis	<i>We cannot go there...we cannot go there</i>
The last lines always bring the couple back into focus	
Symbolism - e.g. political storms	<i>...thunder rumbling in the sky...</i>
Ironic natural images that suggest nature has more rights than the couple	<i>The birds in the trees...sang at their ease</i>
Simple rhymes suggest a song/ballad	<i>Pin/in; floors/doors</i>
Language with religious connotations - the couple become iconic figures	<i>Ten thousand soldiers marched to and fro: Looking for you and me...</i>

The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular mark range in order to receive a mark within that mark range, since on individual criteria the answer may meet the descriptor for a higher or lower mark range. The 'best-fit' approach should be used to determine the mark range which corresponds most closely to the overall quality of the response.

Mark Range	Descriptor
0-1	very basic attempt at comment extremely limited content minimal grasp of how the poem conveys the speaker's feelings of being alone and mistreated
2	basic understanding of the text unclear and undeveloped points little awareness of how the poem conveys the speaker's feelings of being alone and mistreated
3-4	some understanding of the text some relevant points but little development limited awareness of how the poem conveys the speaker's feelings of being alone and mistreated
5-6	Fair but not fully-developed understanding of the text valid points with some development some understanding of how the poem conveys the speaker's feelings of being alone and mistreated
7-8	generally sound and sustained grasp of text several clear points with generally appropriate examples/references fair understanding of how the poem conveys the speaker's feelings of being alone and mistreated
9-10	sound and sustained grasp of text range of relevant points with sound examples/references clear understanding of how the poem conveys the speaker's feelings of being alone and mistreated
11-12	good analysis based on thorough understanding of the text a range of well-focused points with apt examples/references thoughtful interpretation of how the poem conveys the speaker's feelings of being alone and mistreated
13-14	Perceptive analysis and assured understanding of the text coherent and fully developed ideas deftly supported with examples/references sensitive interpretation of how the poem conveys the speaker's feelings of being alone and mistreated
15	astute and penetrating analysis of the text cogent and original exploration of ideas and evidence sophisticated and individualistic interpretation of how the poem conveys the speaker's feelings of being alone and mistreated

Total for Section 1: 15 Marks

Question 2 (a)

Range of writing: argue

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

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

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.
- Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.

In this question, the effective and logical development of a reasoned argument in support of the candidate's ideas is a key discriminator.

- No specific audience or context is given. The form is also left to the candidate, though most will opt for an essay.
- The subject lends itself both to a serious and a light hearted approach. Hence the style adopted could be either formal or informal, though an over casual, colloquial approach is likely to be self limiting. The consistency with which the candidate sustains the style should be a key discriminator.
- The argument should be developed logically, with ideas linked by verbal devices.
- Candidate should use examples and evidence to support their ideas.
- Typical content will depend on the candidate. Aspects targeted for improvement could include political, religious and moral issues, including war and terrorism; pollution and global warming; disease; corruption and so on. The question's emphasis is on solutions; these should form a clear part of the content.

Weaker answers are likely to be assertive and brief, expressive rather than argued, with little or unconvincing use of supportive evidence; more successful answers are likely to develop a wide ranging and well evidenced argument, which conveys the candidate's ideas and viewpoint in an engaging and effective way.

NOW REFER TO PAGES 8-9 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach

Question 2 (b)

Range of writing: imagine

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

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

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.
- Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.

The focus of assessment is **the quality of the writing** and the key discriminator is **the degree to which the candidate engages and sustains the reader's interest.**

- It is impossible to be prescriptive about the correct approach to this topic, but the candidate should attempt to engage the reader's interest both in terms of content and style.
- Style will depend on the character adopted. As the diary form is personal, a significant degree of informality is acceptable, but not to the extent that clarity of communication is lost. An important element in success will also be the consistency with which the candidate sustains a convincing voice. Examiners will also need to be open minded about structure, including the use (or non-use) of paragraphs.
- The diary form provides opportunities for stronger candidates to vary tenses, sentence structures and phrasing to convey changes of mood and situation.
- No length is specified for the two entries; there may be imbalances. Candidates should not have marks deducted for writing more or less than two entries - such approaches are likely to be self penalising.

Weaker answers will be brief; the two entries will show little development and be written in a mundane style; **more successful answers** will have a strong sense of purpose and audience, with two well sustained, contrasting entries, showing a strong sense of context. They will be expressed in an engaging style, which is able to register changes of mood and situation in skilfully varied expression.

NOW REFER TO PAGES 8-9 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach

Question 2 (c)

Range of writing: persuade

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

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

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.
- Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.

The focus of assessment is **the quality of the writing**. In this instance **the clarity and the effectiveness with which a persuasive argument is developed** are also key discriminators.

- The answer needs to show a sense of form and audience, though there is no single approved way of setting out a letter. There should, however, be an opening which is clearly addressed to the charity (Dear Sir) and an appropriate conclusion (Yours sincerely/faithfully).
- A clear structure is likely to be reflected in an ordered sequence of linked paragraphs, with an opening which establishes the context and a conclusion which seals the argument.
- Given the context of a charity, the style should be relatively formal. Clear expression, should be rewarded positively, in contrast to the inappropriate use of slang or street language.
- Credit should be given to candidates who attempt to shape the response of the reader by use of language which is deliberately designed to persuade.
- Typical content should include a clear statement of how the money would be used and for an educational purpose. There may be references to career or academic ambitions, the need for special equipment relating to these (e.g. computers, sport etc.), travel (stronger answers are likely to address travel in terms of learning about different cultures rather than simply tourism and holidays.)
- 'Charity' could be interpreted in a number of ways; give considerable latitude to the candidate in this respect.

Weak answers are likely to be undeveloped and show little awareness of the need to persuade, or to provide a clear case for a grant; more successful answers are likely

to develop a convincing argument, with detailed and supportive reasons, in a style which shows a strong sense of context and purpose.

NOW REFER TO PAGES 8-9 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach

Writing Mark Scheme: Paper 3 Part 2

Writing skills	Band/ Range	Descriptor
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 1 0 - 3</p>	<p>Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader.</p> <p>Organisation is simple with limited success in opening and development</p> <p>The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 2 4 - 6</p>	<p>Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown</p> <p>Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices</p> <p>Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct</p>
<p>Purpose and audience</p> <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 3 7 - 9</p>	<p>Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown</p> <p>Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences</p> <p>Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices</p> <p>Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors,</p>

<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 4 10 - 12</p>	<p>Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</p> <p>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</p> <p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 5 13 -15</p>	<p>Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown.</p> <p>Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices</p> <p>Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured; There is sophisticated control of expression and meaning.</p>