

# Mark Scheme Report (Results)

November 2010

IGCSE

## IGCSE English Language (4355) Paper 03

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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	Indicative content	Mark
1	<p>A relevant answer will focus on:</p> <ul style="list-style-type: none"> <li>• evaluating how the writer tries to help the reader understand the sadness and hopelessness of the deportees' situation</li> <li>• using textual evidence to substantiate the points made</li> <li>• the writer's presentation and use of techniques, including use of language.</li> </ul> <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 reactions of the deportees and the other people, to what is happening

what the orderly says suggests the finality of what is happening	<i>He advised them to...throw them from the train as camp orders forbade access to the post.</i>
the adults write the postcards with passionate intensity	<i>Some wrote with sobbing passion, some with punctilious care</i>
the posture of the adults deportees suggests defeat	<i>...slumped against the walls...</i>
their refusal to drink seems a desperate act	<i>..refused to drink because they knew it meant breakfast, and therefore the departure...</i>
the commandant and police carry out their orders compliantly and show no concern	<i>...the commandant...sat with a list of names...that another policeman was calling out in alphabetical order...</i>
the watching women's response to the departure shows desperation and grief	<i>A shower of food was thrown...by women wailing and calling out their names, though none of the scraps reached...</i>
the desperate look of the woman trying to remember her child	<i>She was looking to remember, for ever.</i>

### the way the children are presented

some children are grateful even for the smallest act of kindness	<i>One of the older boys embraced her in his gratitude...</i>
contrast between their vulnerability and the harshness of the context	<i>...the soft bloom of his cheek laid, uncaring, in the dung.</i>
the children can escape by sleep	<i>The children were spared the last hours by their ability to sleep... to dream of other places.</i>
Andre acquires an adult awareness	<i>...it came to André that she was not looking in hatred...(but) to fix the picture of her child in her mind</i>
pathos - the helplessness of the baby	<i>A baby of a few weeks was being lifted on to the bus...</i>

### other details that show how desperate circumstances are

the deportees have few possessions, lack basic things	<i>Two or three pencils that had survived...</i>
improvised drinking cups	<i>...holding out sardine cans...</i>
the help offered itself is pathetic	<i>...none of the scraps (of food) reached the enclosure...</i>
the banality of homely everyday things contrasts with the people's desperation	<i>Five white-and-green municipal buses...</i>
the de-personalised orderliness of the bureaucratic process contrasts with its actual purpose	<i>...a list of names...in alphabetical order</i>

### The use of language

words suggesting the end	<i>final message...last hours...</i>
Words that suggest emotion often of an extreme kind	<i>...sobbing passion...terrible ferocity ...intensely open...</i>
juxtaposition of contrasting words	<i>soft bloom/dung quickenning of muscles and nerve/homely thudding</i>
words applied to objects also have reference to (or contrast ironically with) the humans	<i>Two or three pencils that had survived... Five...municipal buses...now stood trembling...</i>
sentences varied to create effect e.g. a short sentence providing a cathartic climax	<i>She was looking to remember, for ever.</i>
evocative phrasing	<i>...the gendarme needed time to work the wooden crib over the passenger rail...</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 writer tries to make us aware of the sadness and hopelessness the situation
2	basic understanding of the text unclear and undeveloped points little awareness of how the writer tries to make us aware of the sadness and hopelessness the situation
3-4	some understanding of the text some relevant points but little development limited awareness of how the writer tries to make us aware of the sadness and hopelessness the situation
5-6	fair but not fully-developed understanding of the text valid points with some development some understanding of how the writer tries to make us aware of the sadness and hopelessness the situation
7-8	generally sound and sustained grasp of text several clear points with generally appropriate examples/references fair understanding of how the writer tries to make us aware of the sadness and hopelessness the situation
9-10	sound and sustained grasp of text range of relevant points with sound examples/references clear understanding of how the writer tries to make us aware of the sadness and hopelessness the situation
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 writer tries to make us aware of the sadness and hopelessness the situation
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 writer tries to make us aware of the sadness and hopelessness the situation
15	astute and penetrating analysis of the text cogent and original exploration of ideas and evidence sophisticated and individualistic interpretation of how the writer tries to make us aware of the sadness and hopelessness the situation

Total for Section 1: 15 Marks

PART 2

Question number	Indicative content	Mark
2(a)	<p>Range of writing: argue</p> <p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>• It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.</li> <li>• Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.</li> <li>• 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.</li> </ul> <p><b>In this question, the clear expression and presentation of argument in support of the candidate’s ideas are the key discriminators.</b></p> <ul style="list-style-type: none"> <li>• The answer should show a sense of an appropriate letter form and audience. The letter should be addressed to the editor (e.g. Dear Editor, Sir/Madam, or a name) and have an appropriate conclusion (Yours sincerely/faithfully). Heading addresses are not required.</li> <li>• The tone and style should reflect the context and be reasonably formal.</li> <li>• The argument should be developed in a logical, clear style, with ideas linked by verbal devices. Candidates should use examples and evidence to support their ideas.</li> <li>• Points agreeing with the article might include: teenage obesity and eating disorders; earlier incidence of diseases e.g. diabetes; surveys that show teenagers are unfit, unhealthy and unhappy; poor handwriting skills as a result of too much dependence on computers, and so on.</li> <li>• Points disagreeing with the article might include: many teenagers are very active; compulsory games at school; computers are essential for research; word processing aids presentation; teenagers’ involvement in volunteer work, charity sponsorship, and so on.</li> </ul> <p><b>Weak answers</b> are likely to show little sense of the newspaper context; be brief and undeveloped in argument; over assertive in tone; loose and casual in style. <b>More successful answers</b> will show a clear awareness of context, purpose and audience; adopt an appropriate tone; develop a clear argument in support of the candidate’s ideas.</p> <p><b>NOW REFER TO PAGES 12-13 FOR THE ASSESSMENT OBJECTIVE GRIDS.</b></p> <p>In applying the grids, bear in mind the need for the ‘best fit’ approach.</p>	15

Question number	Indicative content	Mark
2(b)	<p><b>Range of writing: advise</b></p> <p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p><b>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</b></p> <ul style="list-style-type: none"> <li>• It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.</li> <li>• Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.</li> <li>• 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.</li> </ul> <p><b>In this question, the clarity and detail of the advice are key discriminators.</b></p> <ul style="list-style-type: none"> <li>• The chosen style or register should reflect the specified audience.</li> <li>• The context implies a degree of formality. Its structure and expression should reflect this.</li> <li>• The use of rhetoric and of words and phrasing patterned for effect and/or to persuade merits reward.</li> <li>• Candidate should use examples and evidence to support their ideas.</li> <li>• It is difficult to suggest what typical content will be offered, but it is likely to refer closely to the bullet points.</li> </ul> <p><b>Weaker answers</b> are likely to be undeveloped and give brief points of advice in an uncertain structure. They will show little awareness of the context. <b>Stronger answers</b> will make a good range of aptly chosen points of advice, with clear explanations, and show an effective command of the context. Better answers will also tailor the advice to the audience.</p> <p><b>NOW REFER TO PAGES 12-13 FOR THE ASSESSMENT OBJECTIVE GRIDS.</b></p> <p>In applying the grids, bear in mind the need for the ‘best fit’ approach.</p>	15

Question number	Indicative content	Mark
2(c)	<p data-bbox="371 371 831 405"><b>Range of writing: imagine, entertain</b></p> <p data-bbox="371 439 667 472"><b>Assessment Objectives:</b></p> <ul data-bbox="371 472 1257 640" style="list-style-type: none"> <li>• communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>• organise ideas into sentences, paragraphs and whole texts</li> <li>• use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ul> <p data-bbox="371 678 1254 741"><b>In all answers to writing questions, the examiner’s focus should be on the quality of the writing.</b></p> <p data-bbox="371 786 1227 853"><b>It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.</b></p> <p data-bbox="371 864 1203 931"><b>Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.</b></p> <p data-bbox="371 943 1251 1043"><b>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.</b></p> <p data-bbox="371 1088 1267 1155"><b>The key discriminator is the degree to which the candidate engages and sustains the reader’s interest.</b></p> <ul data-bbox="371 1200 1273 1771" style="list-style-type: none"> <li>• As with 2(a), the response should show a sense of an appropriate letter form and audience. In this instance, however, the tone and style are likely to be much more informal.</li> <li>• The letter should be addressed to the friend (e.g. Dear Friend) and have an appropriate conclusion, but this could be very informal. Heading addresses are not required.</li> <li>• The letter should be structured clearly, with paragraphs and linking words.</li> <li>• It is impossible to be prescriptive or even indicative about content, which will depend on the experience of individual candidates. The subject matter could be serious or light hearted. It is particularly important in this question for examiners to be open-minded and judge each response on its own merits.</li> <li>• The consistency with which a candidate maintains his or her adopted approach may well be important in defining the overall success of the answer.</li> </ul> <p data-bbox="371 1816 1254 1917"><b>Weaker answers</b> will be brief, loosely expressed, and give little sense of audience or purpose; <b>more successful answers</b> will be engagingly written and securely structured, and have a strong sense of audience.</p> <p data-bbox="371 1951 1257 1984"><b>NOW REFER TO PAGES 12-13 FOR THE ASSESSMENT OBJECTIVE GRIDS.</b></p> <p data-bbox="371 2018 1238 2051">In applying the grids, bear in mind the need for the ‘best fit’ approach.</p>	15

### 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><b>Band 1</b> 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><b>Band 2</b> 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><b>Band 3</b> 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><b>Band 4</b> 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><b>Band 5</b> 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>

**Total for Section 2: 15 Marks**  
**Total for Paper: 30 Marks**

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