

Mark Scheme (Results)

Summer 2010

IGCSE

IGCSE English Language (4355) Paper 1F

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Paper 1
Section A

Main Assessment Objective:

- read with insight

Supporting Assessment Objectives:

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

Question number	Answer	Mark
1	The only acceptable answer is: <ul style="list-style-type: none"> • Boston 	1

Question number	Answer	Mark
2	Examiners should reward all valid responses to the passage up to two marks: <ul style="list-style-type: none"> • the breathing of his wife, Elaine (accept any of the three parts of this response for one mark) • the sound of / striking of the grandfather clock (you may accept "the clock") 	2

Question number	Answer	Mark
3	Examiners should reward responses to the passage up to three marks, up to two marks for the positive and no more than one for the negative: <p>Positives:</p> <ul style="list-style-type: none"> • the chimes of the grandfather clock are "familiar" • the grandfather clock has been there to celebrate the joys of his life • the grandfather clock has rung in happiness through the years as the writer's children have grown up • the grandfather clock is described as an "old friend" <p>Negative:</p> <ul style="list-style-type: none"> • the chimes are described as "sad" • the chimes remind him of other sad times that he remembers in his life • the chimes represent that it is now time for him to leave his family and go to prison • the chimes are dreaded 	3

Question number	Answer	Mark
4	<p>Examiners must reward all valid points that address the question.</p> <p>Examiners should reward all valid responses to the passage up to a maximum of three marks:</p> <ul style="list-style-type: none"> • now the house is quiet, last night it was full of (lively) music • now the writer is alone, last night there were many people with the writer • now the writer is unhappy, last night there was lots of laughter and love • now he has only a bad cup of instant coffee, last night he had good food 	3

Question number	Indicative content	Mark
5	<p>Examiners should reward all valid responses:</p> <ul style="list-style-type: none"> • the writer loves his wife and feels that she is special as she has provided things for him to take to prison • he feels lucky to be spending his life with her • he is affectionate to his wife and goes to kiss her before he leaves the house • he thinks of his wife's feelings and promises to get word to her • some may interpret her failure to get up, or that of any of his seven children, with him as odd or lacking in affection • he feels his family are loving as they all come to be with him the night before he goes into prison • he clearly loves and will miss his family as his "heart aches" • the family believe that, "if you don't say goodbye, there is no goodbye" - this may be interpreted as a positive shared philosophy that binds the family together, others could interpret it as a certain coldness that results in him leaving the house unnoticed by his family - accept any valid interpretations <hr/> <ul style="list-style-type: none"> • do not accept "he has seven children" unless some interpretation about this is made 	5

Question number	Indicative content	Mark
6	<p>Examiners should reward all valid responses to the text and should credit some of the following key points:</p> <ul style="list-style-type: none"> • the passage is framed by an opening paragraph that appeals to the readers as “ordinary people” and asking them specifically to consider the thoughts and feelings around going to prison • the opening is a framing device as it is repeated towards the end of the passage • the ellipsis is used at the end of the first paragraph to lead the reader into the story, and to keep the consideration of thoughts and feelings current in the mind of the reader • the writer creates an atmosphere of stillness, quiet and cold to mirror his own subdued feelings • the fact that he is awake before the clock chimes indicates how worried and unable to sleep he is • the grandfather clock is used as a symbol of time passed, happy and sad • the writer uses emotive language to indicate his thoughts, “dreading” • the layout of the passage as the clock strikes is unusual and draws attention to itself, indicating the significance of this moment, and the starkness of the moment. each word is alone like he is • the chimes are followed by a single word sentence, stark and emphasising his sense of quiet isolation • emotive language is used liberally in the next paragraph, “loneliest”, “final moments” suggesting that something in him is about to die, “worst day” • the visit of his family, with their music and their love seem a long way off in the still quiet, emphasising his isolation • the writer gives frequent time markers to emphasise how little time he has, some may even link these markers to the notion of him about to “do time” • his use of rhetorical questions to think ahead and speculate upon how bad prison coffee may be gives us an insight into his worry about the future conditions in the prison • the fact that he has to “watch the clock” shows how his freedom is already being taken away, it also indicates his worry • his wife has provided him with a few possessions to take with him - this emphasises his love for her and how few possessions he will have in prison • his concern about not waking others, and his feeling for those who feature in the news report, both show the reader that he has a sensitive and caring side to his character. at this worst moment of his life he thinks of others • his final kiss for his wife is touching and low key, his feelings are subdued and under control • once again he makes the link that he is “like most people,” ensuring that we can share his thoughts and feelings as he is an everyman figure 	6

	<ul style="list-style-type: none"> • his list of what he is leaving behind builds to a strong realisation of his sense of loss • further use of emotive language, "my heart aches", "i cling to every thought" • the use of repetition of "long time" is used to emphasise his sense of separation • his final explanation of his feelings is explicit, "deep sorrow", which is heartfelt and clear • the passage closes with a sense of scale, as the writer becomes just another one amongst a million others, suggesting his sense of unimportance • the final single word sentence makes the word stand alone, echoing his feelings of isolation and loneliness. 	
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Total for Section A: 20 Marks

Section B, part 1

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
7	<p>Examiners should refer to the following bullet points and then to the table to come to an overall judgement. Examiners must reward all valid points that show an engagement with the text and an insight into the writer’s technique.</p> <p>The effects of the accident and her achievements after it:</p> <ul style="list-style-type: none"> • she fights through “gruelling” physiotherapy and learns to live alone • Karen bounces back after the accident showing she is a she is a positive person – “Absolutely brilliant”, “I never thought I could be this lucky” • she is fiercely independent and remains so after the accident– “I didn’t want to be a burden”, • she has a can do attitude and is mentally and physically strong, characteristics which only seem to be magnified for her accident – “ I pushed myself to the limits” “the will to fight” • she makes significant physical achievements, she became the first woman to hand cycle across the Himalayas and she competes in wheelchair marathons, showing great fortitude and becoming interested in participating in sport and outdoor activities • Her relationship with Suresh could be seen as an achievement as she never thought she would find love, a love that is based upon her and her character, not her disability. She has achieved a successful relationship and a happy marriage <p>Her relationship with others</p> <ul style="list-style-type: none"> • after the accident she relies on her friends who help and support as she goes to live an independent life at university, “my friends were really supportive” • Her relationship with Suresh is important as she never thought she would find love, a love that is based upon her and her character, not her disability. She has achieved a successful relationship and a happy marriage • The number of friends and family who attend her wedding show that she is popular 	10

	<p>The way Karen Darke speaks about herself</p> <ul style="list-style-type: none">• The title quotes its use of the word “lucky”, indicating her positive outlook on her accident, though some readers may see this as deliberately provocative even ironic• the writer consistently uses emotive words and phrases - “tears of relief”, horrific”, gruelling”	
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Mark	Descriptor The candidate:
0	<ul style="list-style-type: none"> • makes no response or a response that does not refer to the question or seem to be responsive to the text
1 - 2	<ul style="list-style-type: none"> • is able to make a small number of simple points that may focus on only one of the two bullet points • may recount aspects of the text rather than addressing technique • shows a limited grasp of ideas
3 - 4	<ul style="list-style-type: none"> • shows some understanding of the writer's technique, though there may still be some uncertainty about some aspects of the passage • shows an understanding of some of the main features of the passage, but it is not sustained • may demonstrate some selection of text • makes simple comments on aspects of language and technique
5 - 6	<ul style="list-style-type: none"> • begins to show greater familiarity with a wider range of techniques in the passage • may be able to select some more relevant sections of text, but not consistently • is able to make clearer comments about the writer's technique
7 - 8	<ul style="list-style-type: none"> • shows a sound understanding of the writer's techniques • is likely to select suitable aspects of the text • begins to be able to show how meaning and effect are being created
9 - 10	<ul style="list-style-type: none"> • makes perceptive points about the writer's techniques showing an ability to use analysis and interpretation • is likely to use textual references with some discrimination to substantiate points made • shows sound analysis and interpretation of the writer's use of language in points that are clearly organised and developed

Section B, part 2

Range of writing: explore, imagine, entertain; argue, persuade, advise; inform, explain, describe

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

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

Question number	Indicative content	Mark
8	<p>Markers should use the grid below to award marks for this writing activity.</p> <p>The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to:</p> <ol style="list-style-type: none">1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features3. use a range of sentence structures effectively, with accurate punctuation and spelling <p>Markers should allocate about a third of the total marks for accuracy in spelling, punctuation and grammar.</p> <p><i>The 'best fit' approach</i></p> <p>An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band 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 which corresponds most closely to the overall quality of the response.</p>	10

Writing skills	Band/ Range	Descriptor The candidate:
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 2	<ul style="list-style-type: none"> • 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. • Organisation is simple with limited success in opening and development. • 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.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 2 3 - 4	<ul style="list-style-type: none"> • 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. • Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices. • 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.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 3 5 - 6	<ul style="list-style-type: none"> • Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown • Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences. • Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices. • 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>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 4</p> <p>7 - 8</p>	<ul style="list-style-type: none"> 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. Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs. 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>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 5</p> <p>9 -10</p>	<ul style="list-style-type: none"> 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. Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices. 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.

Total for Section B: 20 Marks

Section C: Writing

Range of writing: inform, explain, describe

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

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

Question number	Indicative content	Mark
9	<p>The writing triplet assessed on this question is writing to inform, explain and describe. The audience and the form of writing have not been specified and examiners should be open to a variety of acceptable responses to this task.</p> <p>Weaker answers may be fragmentary or lack coherence. Candidates may lack the ability to explain themselves or may assume understanding that the reader does not have. A useful discriminating factor will be the extent to which the writer is able to engage the interests of the reader by using a variety of techniques.</p> <p>The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to:</p> <ol style="list-style-type: none">1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features3. use a range of sentence structures effectively, with accurate punctuation and spelling. <p>Markers should allocate about a third of the total marks for accuracy in spelling, punctuation and grammar.</p> <p><i>The 'best fit' approach</i></p> <p>An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band 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 which corresponds most closely to the overall quality of the response.</p>	20

Writing skills	Band/ Range	Descriptor
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 4	The candidate: <ul style="list-style-type: none"> • 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. • Organisation is simple with limited success in opening and development. • 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.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 2 5 - 8	<ul style="list-style-type: none"> • Communicates in a broadly appropriate way. There is evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and expectations/requirements of the intended reader. • Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices. • 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.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 3 9 - 12	<ul style="list-style-type: none"> • Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown. • Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences. • Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices. • 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.

Effectiveness of communication	Band 4 13 - 16	<ul style="list-style-type: none"> 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.
Organisation		<ul style="list-style-type: none"> Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.
Spelling Punctuation Grammar		<ul style="list-style-type: none"> 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.
Effectiveness of communication	Band 5 17 - 20	<ul style="list-style-type: none"> 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.
Organisation		<ul style="list-style-type: none"> Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.
Spelling Punctuation Grammar		<ul style="list-style-type: none"> 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.

Total for Section C: 20 Marks

Total for Paper: 60 Marks

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