

# Mark Scheme (Results)

November 2007

IGCSE

IGCSE English Language (4355/1F)

## 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	Acceptable Answers	Reject	Mark
1	Russia (Russian Plain)	Plain, or The Plain	1

Question Number	Answer	Mark
2	Any two from, providing that there is one for each part of the question: <ul style="list-style-type: none"> <li>• Their breath freezes</li> <li>• They feel the warmth of the fire</li> <li>• Ice collects on their beards</li> <li>• Melting ice drips from their clothes</li> <li>• The skin of their faces is scorched</li> <li>• Frostbite could have been a constant danger</li> </ul>	2

Question Number	Acceptable Answers	Reject	Mark
3	Any four from: <ul style="list-style-type: none"> <li>• A layer of dried leaves and woody twigs</li> <li>• Another layer of dried material</li> <li>• A spark (struck from flint and ironstone)</li> <li>• A lump of white fat added</li> <li>• After the twigs caught fire the first small bones were laid on top</li> <li>• Larger bones added later</li> </ul>	"they kept a fire burning day and night"	4

Question Number	Acceptable Answers	Reject	Mark
4	Any three from: <ul style="list-style-type: none"> <li>• It kept away frostbite</li> <li>• It kept away dangerous animals, "such as bears"</li> <li>• They used it to cook their food</li> <li>• They used it to preserve skins and furs</li> <li>• They used it to smoke fish caught in the river</li> </ul>	"for survival", or "to keep them warm"	3

Question Number	Answer	Mark
5	<p>Examiners must reward all valid points that address the question and show a clear grasp of the writer's technique rather than have a set agenda of items that they are looking for.</p> <ul style="list-style-type: none"> <li>• Built their fires outside their homes</li> <li>• They built hearths of stones to contain the fire</li> <li>• They built many smaller fires rather than one large one to control the height of the flames</li> <li>• Sparks could easily set fire to houses. Houses were made of wood</li> <li>• Roofs were made of thatched straw and of heather</li> <li>• Houses close together enabled flames to spread</li> <li>• Danger to health for breathing in smoke</li> </ul>	4

Question Number	Answer	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"> <li>• The passage begins as if it is a narrative, not a piece of non-fiction - we are engaged in the lives of these people as characters</li> <li>• The passage begins in the present tense for immediacy</li> <li>• The first sentence is a vivid visual and sensory image</li> <li>• Within the narrative there are details of their dwellings, their lifestyle and their reliance upon fire</li> <li>• The first direct comment comes at the end of the first paragraph, as we step from the people to comment on them and be focused upon what the writer wants us to learn</li> <li>• We go from the personal to the global, from here and now to a geological timescale that is massive</li> <li>• The comment about frostbite is expressed in such a way that it is directed to the reader as valuable advice, as much as a comment on the ice age people</li> <li>• The focus upon the detail of rubbing their fingers as they thaw out resonates on a personal level with the reader and establishes an experiential bond between reader and character, thereby interesting us in their lifestyle</li> <li>• The inclusion of a child broadens the connection with the audience</li> <li>• The use of speculative language, "perhaps", helps us to appreciate the extent to which we do not know about the lives of these people</li> <li>• The level of detail about starting a fire emphasises the importance of fire in the passage and to these people, but is also a quasi-didactic passage that teaches the reader interesting skills</li> </ul>	6

	<ul style="list-style-type: none"><li>• The short two line paragraph is used to reorientate the reader and sustain their interest, now in the dangers of fire</li><li>• The manner in which the passage ends on a common human ailment, a bad cough, helps the reader to share the experiences of the ice age people and be interested in the life that they led</li></ul>	
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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>Candidates may refer to some of the following points:</p> <p><b>The use of sub-headings and bullet points</b></p> <ul style="list-style-type: none"> <li>• bullet points used to break down a long list of indigestible facts, making them accessible to the eye and the reader</li> <li>• sub-heading indicate structure of the passage and split into manageable chunks</li> <li>• some sub-headings use a rhetorical question style</li> <li>• sub-headings are all in a larger and bolder font to break up the visual appearance of the text</li> </ul> <p><b>How the writer presents facts</b></p> <ul style="list-style-type: none"> <li>• the tone is authoritative and densely factual throughout</li> <li>• expert witnesses are used to mediate or endorse facts and opinions - Bill Napier</li> <li>• the passage begins with a series of factual certainties before moving onto questions and uncertainty</li> <li>• the absence of any illustrations is telling in terms of its expectations from the reader and the level of visualisation that is required</li> </ul> <p><b>Use of language</b></p> <ul style="list-style-type: none"> <li>• initial use of the second person, "if you collected" to personalise the passage and interest the reader</li> <li>• mainly written in 3<sup>rd</sup> person plural, emphasising the shared nature of the potential experience - "which should we worry about?"</li> <li>• some sub-headings use a rhetorical question style, reminiscent of a FAQ section, which may be a familiar format for readers</li> <li>• informed use of technical language - "tsunami",</li> </ul>	10

	<p>Seismic"</p> <ul style="list-style-type: none"> <li>• slightly colloquial use of contractions, "What's the .." produces a semi-conversational tone at times</li> <li>• uses emotive and visual language, "burnt to a cinder", "smashed"</li> <li>• Uses figurative language, "The Earth's dusty shroud"</li> <li>• Initial suggestion of factual certainty is undermined by questioning sub-headings</li> <li>• Ends on a question</li> </ul>	
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Mark	Descriptor
	The candidate:
0	<ul style="list-style-type: none"> <li>• makes no response or a response that does not refer to the question or seem to be responsive to the text</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• is able to make a small number of simple points that may focus on only one of the two bullet points</li> <li>• may recount aspects of the text rather than addressing technique</li> <li>• shows a limited grasp of ideas</li> </ul>
3 - 4	<ul style="list-style-type: none"> <li>• shows some understanding of the writer's technique, though there may still be some uncertainty about some aspects of the passage</li> <li>• shows an understanding of some of the main features of the passage, but it is not sustained</li> <li>• may demonstrate some selection of text</li> <li>• makes simple comments on aspects of language and technique</li> </ul>
5 - 6	<ul style="list-style-type: none"> <li>• begins to show greater familiarity with a wider range of techniques in the passage</li> <li>• may be able to select some more relevant sections of text, but not consistently</li> <li>• is able to make clearer comments about the writer's technique</li> </ul>
7 - 8	<ul style="list-style-type: none"> <li>• shows a sound understanding of the writer's techniques</li> <li>• is likely to select suitable aspects of the text</li> <li>• begins to be able to show how meaning and effect are being created</li> </ul>
9 - 10	<ul style="list-style-type: none"> <li>• makes perceptive points about the writer's techniques showing an ability to use analysis and interpretation</li> <li>• is likely to use textual references with some discrimination to substantiate points made</li> <li>• shows sound analysis and interpretation of the writer's use of language in points that are clearly organised and developed</li> </ul>

## Section B, part 2

### 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>The audience for this piece is not stated nor is the genre of text required. 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"> <li>1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features</li> <li>3. use a range of sentence structures effectively, with accurate punctuation and spelling</li> </ol> <p>Markers should allocate about a <b>third</b> 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 <b>corresponds most closely</b> to the overall quality of the response.</p>	10

Writing skills	Band/Range	Descriptor
Effectiveness of communication	<b>Band 1</b> 0 - 2	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		Organisation is simple with limited success in opening and development.
Spelling		The spelling of common words is usually correct though

Punctuation Grammar		inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.
Effectiveness of communication	<b>Band 2</b> 3 - 4	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.
Organisation		Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices.
Spelling Punctuation Grammar		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	<b>Band 3</b> 5 - 6	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		Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.
Spelling Punctuation Grammar		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	<b>Band 4</b> 7 - 8	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		Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.
Spelling Punctuation Grammar		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	<b>Band 5</b> 9 -10	Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply



<p>Organisation</p> <p>Spelling Punctuation Grammar</p>		<p>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>
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## Section C

### 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"><li>1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li><li>2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features</li><li>3. use a range of sentence structures effectively, with accurate punctuation and spelling.</li></ol> <p>Markers should allocate about a <b>third</b> 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 <b>corresponds most closely</b> to the overall quality of the response.</p>	20

Writing skills	Band/ Range	Descriptor
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 1</b> 0 - 4</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> 5 - 8</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>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 3</b> 9 - 12</p>	<p>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.</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> 13 - 16</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> 17 - 20</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>