

# Mark Scheme (Results)

## Summer 2010

IGCSE

### IGCSE English Language (4355) Paper 2H



Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated English telephone line: 0844 372 2188

Summer 2010

Publications Code UG024241

All the material in this publication is copyright  
© Edexcel Ltd 2010

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	There are no half marks available. Candidates must name any two plants: <ul style="list-style-type: none"><li>• toadstools</li><li>• ferns</li><li>• (bottle-green) moss</li><li>• (rust-red) moss.</li></ul>	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"><li>• scorpions look as if they are made out of polished chocolate</li><li>• scorpion tails look like a string of beads</li><li>• the scorpion sting looks like a rose thorn</li><li>• the baby scorpions are compared to a pale, fawn coat</li></ul>	2

Question number	Answer	Mark
3	<p>This question asks candidates to describe rather than simply select text for an answer. Examiners must reward all valid responses and may select from the following features of his character or others:</p> <ul style="list-style-type: none"> <li>• he is affectionate, growing fond of scorpions</li> <li>• he gives animals human characteristics</li> <li>• he is poetic and feels things deeply, he is “enraptured” by the scorpion family</li> <li>• he is careful, not to be silly or clumsy</li> <li>• he is caring, taking “infinite care” to collect the scorpion</li> <li>• like many children, he does not fully see the consequences of his own actions</li> <li>• he is secretive, attempting to “smuggle” the scorpions into the house</li> <li>• he is a little careless, leaving the scorpions in a place where his brother accidentally opens the matchbox</li> <li>• he stands up for the scorpions against his own family - “I maintain to this day ...”</li> <li>• he is gentle, collecting the babies in a spoon</li> <li>• he is “prudent”, not returning back home too soon</li> <li>• he is persistent - the final sentence indicates that he has not been deterred and will bring the scorpions back to the house</li> <li>• he is (perhaps) childishly cruel in imprisoning the scorpions in a matchbox</li> <li>• he is (perhaps) irresponsible by removing a wild creature from its natural habitat.</li> <li>• He is fascinated by nature/the scorpions</li> <li>• He shows respect for nature</li> </ul>	5

Question number	Indicative content	Mark
4	<p>Examiners should refer to the following bullet points and then to the table to reach an overall judgement.</p> <p>There are many features in the passage that are worthy of comment. Examiners must reward all valid points that show an engagement with the text and an appreciation of the writer's technique rather than have a set agenda of items that they are looking for. Examiners must reward all valid points that address the question and show a clear grasp of the writer's technique.</p> <p>Candidates may refer to some of the following points:</p> <p>How the atmosphere is built up and developed</p> <ul style="list-style-type: none"> <li>• the opening sentence suggests the adventurousness of the writer, describing the wall as a "hunting ground"</li> <li>• the writer evokes a sense of decay with a number of words and phrases, "crumbling", "mass of cracks", "pile of broken and chipped roof-tiles"</li> <li>• the writer creates an exotic world within the confines of the wall, indicating his childhood fascination with the area</li> <li>• he does the above by simile and metaphor, "the roofs of a hundred tiny toadstools, like villages", "the top of the wall was a desert land"</li> <li>• after the description, almost like a geography text book, he describes the inhabitants, anthropomorphising the creatures</li> <li>• the writer uses colour, red for the arid top of the wall, green for the mossy leafiness lower down</li> <li>• the place develops a sense of danger as we learn that poisonous scorpions lurk beneath the loose plaster, developing a sense of tension</li> <li>• the house is clearly a different world, one where the writer does not have control, where he is a child amongst adults</li> <li>• he is not able to control the rules of the house and must "smuggle" the scorpions in</li> <li>• it is well-to-do household as they have a maid, and a dining room and drawing room</li> <li>• some may (rightly) suggest that the story is set in a different era where lifestyles were different.</li> </ul> <p>How the events are described, and how the characters react to these events:</p> <ul style="list-style-type: none"> <li>• the creatures can be viewed as characters - the dangerous scorpions that somehow appeal to a child, comparing their colour to chocolate</li> <li>• a modern interpretation with our sensibilities around cigarette smoking could see Larry as insensitive, or certainly as commanding, not seeking permission for his actions</li> <li>• the manner in which Larry later "bellows" further suggest his commanding role</li> </ul>	12

	<ul style="list-style-type: none"> <li>• there is a suggestion from Larry that he expects the writer to be responsible for creating chaos as he suggest he has done so before, "It's that boy again"</li> <li>• Margo is presented, perhaps stereotypically, as ineffectual in the face of the scorpion, unable to throw water accurately but able to scream at impressive volumes</li> <li>• Margo's reaction and subsequent soaking of her mother is a classic slapstick response to the incident, indicating that we are to regard the incident as amusing</li> <li>• Leslie is a contrast to Margo's ineffectual response, his earlier deft flick of the napkin is followed up by imploring others not to panic and then urging them all to fight back</li> <li>• Leslie's heroism in the face of a tiny scorpion is mock heroic in the extreme</li> <li>• Mother appears bemused by the "pandemonium", the writer uses italics to emphasise her level of confusion, "What on earth's the <i>matter</i> with you all"</li> <li>• Mother is a comic figure, unable to see what is going on as she "mops" her glasses</li> <li>• use of the word "mops" suggest great quantities of water, exaggerating for comic effect</li> <li>• Roger, the dog's role is to add to the noise and confusion by understanding nothing but barking hysterically</li> <li>• Roger is a loyal companion who has an affinity with the writer rather than the adults and accompanies the writer at the end of the passage</li> </ul> <ul style="list-style-type: none"> <li>• Particular words, phrases and techniques: <ul style="list-style-type: none"> <li>• use of emotive language for exaggeration and effect - "hysterically"; "screamed"; "desperately"; "pandemonium"; "a vain attempt"; "swarmed"; "deathtrap"</li> <li>• use of direct speech for added effect to further clarify character</li> <li>• use of exclamation marks for Margo to emphasise her hysterical reaction</li> <li>• use of repetition to confirm characteristics, "Look out" etc.</li> <li>• any other striking use of language.</li> </ul> </li> </ul>	
--	--	--

Mark Range	Descriptor
0	<p>The candidate:</p> <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</li> <li>• may 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>
11 - 12	<ul style="list-style-type: none"> <li>• demonstrates skills of analysis and interpretation in evaluating the writer's techniques</li> <li>• is likely to use textual references which are apt and carefully chosen to support the points made</li> </ul>

Total for Section A: 20 Marks



## Section B

### 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
5	<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. Marginal comments and a brief final comment should be made to indicate where credit has been awarded.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> <li>• the passage is mainly in the present tense to indicate how immediate the problem is</li> <li>• there is a consistent use of emotive language - "trauma" "desperate" "impoverished" "babies suffering from neglect" "abandoned"</li> <li>• the desperation of the children is emphasised by the powerful one word sentence, "Anyone",</li> <li>• the fact that the writer would prefer to be reporting on a war zone indicates how dreadful the orphanages must be</li> <li>• the use of figurative language to suggest the numbers of children who need help - "a sea of faces"</li> <li>• her feeling is summed up - "depressing"</li> <li>• the fact that the smell of urine and the lack of light are not shocking, but "familiar", suggests a feeling of resignation</li> <li>• the children's desperate need for attention and affection leaves her feeling "choked"</li> <li>• the mechanistic, unemotive language of the officials who are supposed to be helping - "an industry of children"</li> <li>• the helplessness of those supposed to be helping - "holds his head in his hands"</li> <li>• the fact that very little improvement has been made in ten years is stated factually, but is a bitter commentary on the indifference of the state</li> <li>• the pathos of the family, unable to feed their own children who leave them in the orphanage, only to have them sold</li> <li>• the description of the father evokes her and our sympathy - "tears roll down his cheeks"</li> <li>• the callousness of those involved in the baby trade - "I don't mean to keep this latest one" "you can have him if you like"</li> </ul>	10

	<ul style="list-style-type: none"> <li>• repetition of “sums of money” indicates mercenary attitudes</li> <li>• the image of the worried 4 year old who clings to his father, fearing abduction suggests feelings of fear.</li> <li>• The person selling the babies treats them as objects</li> <li>• The authorities are presented as corrupt</li> </ul>	
--	---	--

Mark Range	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

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
6	<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"><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 The Candidate:
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 1</b> 0 - 2	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Organisation is simple with limited success in opening and development.</li> <li>• 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.</li> </ul>
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 2</b> 3 - 4	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices.</li> <li>• 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.</li> </ul>
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 3</b> 5 - 6	<ul style="list-style-type: none"> <li>• Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown</li> <li>• Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences.</li> <li>• Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.</li> <li>• 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.</li> </ul>

<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 4</b> 7 - 8</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</li> <li>• 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.</li> </ul>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 5</b> 9 -10</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.</li> <li>• 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.</li> </ul>

**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
7	<p>The writing triplet assessed on this question is writing to inform, explain and describe. The audience and the form of writing have 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 The Candidate:
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 1</b> 0 - 4	<ul style="list-style-type: none"> <li>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.</li> <li>Organisation is simple with limited success in opening and development.</li> <li>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.</li> </ul>
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 2</b> 5 - 8	<ul style="list-style-type: none"> <li>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 of expectations/requirements of the intended reader.</li> <li>Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices.</li> <li>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.</li> </ul>
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 3</b> 9 - 12	<ul style="list-style-type: none"> <li>Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown.</li> <li>Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences.</li> <li>Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.</li> <li>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.</li> </ul>

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

**Total for Section C: 20 Marks**

**Total for Paper: 60 Marks**



Further copies of this publication are available from  
International Regional Offices at [www.edexcel.com/international](http://www.edexcel.com/international)

For more information on Edexcel qualifications, please visit [www.edexcel.com](http://www.edexcel.com)  
Alternatively, you can contact Customer Services at [www.edexcel.com/ask](http://www.edexcel.com/ask) or on + 44 1204 770 696

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH