

# Mark Scheme (Results)

## Summer 2008

IGCSE

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

## 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               | no half marks, accept any of: <ul style="list-style-type: none"><li>• he tells us "All my life I was crazy about cars"</li><li>• he had a (a stack of) car magazines (both words needed)</li><li>• he got his driving license within days of turning 16</li></ul> | 2    |

| 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>• I could no longer see at night</li><li>• I could no longer make out faces clearly from more than a few feet away</li><li>• Traffic signals had started vanishing and reappearing</li><li>• Street signs were unreadable</li><li>• Cars loomed up at me out of nowhere</li><li>• Pedestrians materialized in the middle of empty crossings.</li></ul> | 2    |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 3               | This question asks candidates to explain rather than select simply select text for an answer. Examiners must reward all valid responses and may select from the following or others <ul style="list-style-type: none"><li>• He is passionate about driving and describes it in a variety of ways - "the highway of dreams"</li><li>• He cannot imagine life without driving - "Driving wasn't everything, just life"</li><li>• It provides with "Liberty" in the broadest sense of the word</li><li>• It makes him happy - "the pursuit of happiness"</li><li>• Driving is linked with his self perception of his own youthfulness and vigour - "the promise that I would never, ever grow old", "the promise that I would not fade away"</li><li>• Practical need to drive to work</li></ul> | 4    |

| 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 and it is likely that candidates will focus upon different aspects of it. 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> <ul style="list-style-type: none"> <li>• The passage begins in the past tense and ends in the present, suggesting the loss of his happy past and the dominance of his sad present</li> <li>• The deliberate contrast between his passionate reminiscences about car ownership and the absolute flatness of the aftermath of the accident</li> <li>• The second paragraph ending, "A little long" is used as a narrative hook to entice the reader to stay with the passage and to hint at tragic things to come</li> <li>• To emphasise how unusual and bizarre his circumstances are he compares them to a number of comfortable and commonplace events</li> <li>• The manner in which the pace slows to achieve a slow motion effect to emphasise the actions of the accident</li> <li>• Use of repetition as the crash is repeated at the end of the passage as a nightmarish flashback, that presumable recurs</li> <li>• The presentation of the writer as an everyman figure, a boy who dreams of owning an impressive, fast car</li> <li>• The irony that the accident is caused, not by a powerful muscle car, but by a 10 year old car doing no more than 10 mph</li> <li>• The indifference of the police officer, arriving an hour later, is at odds with the enormity of the impact upon the writer</li> <li>• The self-recrimination of the final sentence - "Some of us only learn things the hard way."</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>• The use of short sentences for dramatic effect, "I was terrified"</li> <li>• The use of single sentence statements that are emphatic and unambiguous - "Pride" "Suddenly"</li> <li>• Use of rhetorical questions to suggest reasonableness of his position</li> <li>• The manner in which the language echoes the dreamlike state of the nightmare as the writer fails to even write in sentences.</li> <li>• The tripartite sentence that describes how he feels immediately after the accident is powerful, "I felt so shaken, so ashamed ..."</li> </ul> | 12   |

| Mark Range | Descriptor<br>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</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, 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 |
|-----------------|---|------|
| 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 begins by emphasising the ordinariness of Karen’s wedding, which represents a real achievement</li> <li>• Despite her accident Karen remains positive - “Absolutely brilliant”</li> <li>• The title is ironic, and underplays her achievements in a self-effacing manner - “I never thought I could be this lucky”</li> <li>• Karen’s achievements stem from her mindset which is strong and determined– “ I pushed myself to the limits” “the will to fight”</li> <li>• She is fiercely independent as shown by her move into accommodation of her own</li> <li>• Only a small section of the passage deals with the accident – only 14 out of 61 lines</li> <li>• she is an optimistic person – “ I was sure it was temporary”</li> <li>• she fights through “gruelling” physiotherapy and learning to live alone</li> <li>• she shows determination to rebuild her life</li> <li>• the writer consistently uses emotive words and phrases - “tears of relief”, “horrific”, gruelling” to emphasise her triumph over adversity</li> <li>• her achievement of taking up hand cycling is not enough in itself. Her achievement as first ever woman to hand cycle over the world’s tallest mountain range emphasises the scale of her achievement and determination.</li> <li>• Her driven nature is contrasted with her apparent lack of confidence in romance</li> <li>• The final sentence of the passage points to further and irrepressible achievement</li> </ul> | 10   |

| Mark Range | Descriptor<br>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

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>The audience and form of have not been specified and examiners should be open to a variety of acceptable responses to this task. 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/<br>Range                 | Descriptor<br>The Candidate:  |
|---|--------------------------------|---|
| <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling<br/>Punctuation<br/>Grammar</p> | <p><b>Band 1</b><br/>0 - 2</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<br/>Punctuation<br/>Grammar</p> | <p><b>Band 2</b><br/>3 - 4</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.</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<br/>Punctuation<br/>Grammar</p> | <p><b>Band 3</b><br/>5 - 6</p> | <p>Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown<br/>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>                              |



|                                    |                        |  |
|------------------------------------|------------------------|--|
| Effectiveness of communication     | <b>Band 4</b><br>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<br>Punctuation<br>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><br>9 -10 | 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                       |                        | Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.   |
| Spelling<br>Punctuation<br>Grammar |                        | 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 |
|-----------------|--|------|
| 7               | <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> <ul style="list-style-type: none"><li>• 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.</li></ul> | 20   |

| Writing skills   | Band/<br>Range           | Descriptor<br>The Candidate:   |
|--|--------------------------|--|
| Effectiveness of communication<br><br>Organisation<br><br>Spelling<br>Punctuation<br>Grammar | <b>Band 1</b><br>0 - 4   | 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.<br><br>Organisation is simple with limited success in opening and development.<br><br>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<br><br>Organisation<br><br>Spelling<br>Punctuation<br>Grammar | <b>Band 2</b><br>5 - 8   | 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.<br><br>Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices.<br><br>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<br><br>Organisation<br><br>Spelling<br>Punctuation<br>Grammar | <b>Band 3</b><br>9 - 12  | Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown.<br>Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences.<br><br>Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.<br><br>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<br><br>Organisation   | <b>Band 4</b><br>13 - 16 | 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.<br><br>Organisation is secure, text structure is well-judged;   |

|   |                                  |  |
|---|----------------------------------|--|
| <p>Spelling<br/>Punctuation<br/>Grammar</p>   |                                  | <p>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<br/>Punctuation<br/>Grammar</p> | <p><b>Band 5</b><br/>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> |

**Total for Section C: 20 Marks**

**Total for Paper: 60 Marks**