

Mark Scheme (Results) November 2010

IGCSE

IGCSE English Language (4355/2H)

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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 | Candidates must name one feature: <ul style="list-style-type: none">• few feet away/proximity/look in eye• the sound (eerie/rumbling)• sound getting nearer• blur/whoosh/whizz/speed• the wind• knowing there are no brakes | 1 |

| Question number | Answer | Mark |
|-----------------|--|------|
| 2 | Examiners should award one mark for each, up to a maximum of two marks: <ul style="list-style-type: none">• a racing suit so tight that they look like they've been held by the nose and dipped in high-gloss paint• the uniform actually makes them look like human rockets. | 2 |

| Question number | Answer | Mark |
|-----------------|---|------|
| 3 | <p>Examiners should reward all valid responses up to a maximum of five marks.</p> <p>The following list is indicative only. Accept any valid points:</p> <ul style="list-style-type: none"> • he is a successful athlete e.g. "a four-time Olympian and a three-time World Champion" • he is respected by the writer as "the best" • he commands unquestioned loyalty: When coach says, "Jump!" I say, "How high?" • he is inspiring, able to overcome the writer's constant desire to quit • he is knowledgeable as can be seen from his detailed feedback • he is emphatic, repeating and highlighting key words • he is supportive as he stays close behind him at the start and is on the walkie-talkie as soon as he finishes • he may be frightening as the writer's knees begin to knock before he speaks to the coach • he could be seen as demanding, nitpicking, controlling, patronising etc. | 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><i>the writer's attempts to interest and involve the reader in his experiences</i></p> <ul style="list-style-type: none"> • he conveys the experience of being both spectator and participant • he uses the first and quite frequently the second person creating the effect of talking directly to the reader, along with other language features (see below) • the emphasis is immediately upon how frightening riding the luge is • the writer constantly refers to and so emphasises the speed of the ride • the height of the descent is repeated to increase the level of fear • the luge run itself is personified as some form of god-like creature to whom riders are sacrificed • the expression, "Fasten your seatbelts" builds up expectations of an exciting story to come. <p><i>the writer's attitude towards his experiences</i></p> <ul style="list-style-type: none"> • he is clearly successful as it seems that many people ask him the same question about the luge • he is enthusiastic and spirited as can be seen from his frequent use of exclamation marks • he is quite informal in the manner in which he writes - a very conversational style • he seems to give up easily and his objections are quickly overcome by the Coach • he exaggerates - the reader may not believe that he has wanted to quit for 18 years after every ride. <p><i>the link the writer makes between the events and his 'message'</i></p> <ul style="list-style-type: none"> • he is motivational and keen to pass on the lessons that life has taught him and this gives the passage its basic structure • he encourages us to empathise with his experiences, to reinforce his motivational message - possibly unsuccessfully • some may see the final advice giving as heavy-handed and possibly simplistic in concept and articulation. | 12 |

| | | |
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| | <p><i>particular words, phrases and techniques</i></p> <ul style="list-style-type: none"> • the writer mixes tenses freely, starting in the present tense, ending in the future and slipping easily into the past during the passage • he uses the first and quite frequently the second person creating the effect of talking directly to the reader • some use of rhetorical questions, "Would you like to know what it feels like ..." • the writer makes use of a range of descriptive techniques, similes of "like high gloss paint", "like rockets" and "feels like you're riding on a bar of soap" • often uses quite simple, almost child-like language at times, "they whiz by"; "wheeeeeewww!!!" • he ends with the imperative of, "Talk to your best friend, your coach, your mentor, your boss" • frequent use of repetition such as, "Then you slow down, slow down, slow down", particularly in the final paragraph • some use of non-standard spelling for effect, "relaax". | |
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| Mark Range | 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 • may 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 |
| 11 - 12 | <ul style="list-style-type: none"> • demonstrates skills of analysis and interpretation in evaluating the writer's techniques • is likely to use textual references which are apt and carefully chosen to support the points made |

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

| 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.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> • she is remarkably sensible and practical and takes sensible precautions, "I would be wearing a helmet" • she is a perfectionist and had clearly thought long and hard about the climb, "I had agonised for hours etc." she plans ahead, "flaking" the halyard so that it will not snag, "I had worked through the night preparing for it" • she considers the need for maximum daylight and waits for dawn • she copes with the cold and the need for dexterity and climbs down and starts again • she is physically very strong and persistent as can be seen through the way in which she describes the difficulty is not in the climbing it is "clinging on" - emphasises the potential danger of being thrown off • she conquers an alien landscape - the mast is an alien landscape - "a world over which I had no control" she compares it to a moonscape • she emphasises the cold and the weather conditions to heighten her determination and resilience - numbingly cold, " I couldn't feel my fingers" she is drenched before she begins her climb, "I climbed down getting soaked" "the snow that had begun to fall" • she emphasises her determination - "eyes closed and teeth gritted" • despite it all she is human and at one point resorts to hope - "I hung on tight ...and hoped" "You are a passive observer looking down" • what she endures is remarkable - she describes being thrown from the mast- "hanging on by just one arm" • her reaction to approaching the top is to <i>rally</i> • by line xx we realise that the danger is increasing as the movement of the boat "was worse than ever", yet she persists • having climbed the mast we are taken back to realise that the descent is even more dangerous - "this was by far the most dangerous part" this is emphasised by the fact that | 10 |

| | | |
|--|---|--|
| | <p>her reaction is clearly one of fear - her "heart was in her mouth"</p> <ul style="list-style-type: none">• repetition is used to emphasise determination - <i>I tugged and tugged</i>• consistent use of emotive language to emphasise personal qualities, speed and danger - "smacking back into the rig" "watched the mast-head whip across the clouds" "the mast slices erratically"• she is very human as well as special and talks to herself to steady her nerves, though the manner in which she talks to herself, in a friendly and informally encouraging manner only serves to emphasise how tense she feels she emphasises the physical danger of the task - " it would not be difficult to break bones up there" "the most dangerous thing apart from falling off"• we are made to appreciate the potential danger by the amount of injury that has been sustained on a successful mission - "my limbs were bruised and my head was spinning" . | |
|--|---|--|

| Mark Range | Descriptor |
|------------|---|
| 0 | <p>The candidate:</p> <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

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">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. • 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. |

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|---|--------------------------------|---|
| <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | <p>Band 4 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 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 |
|-----------------|--|------|
| 7 | <p>The writing triplet assessed on this question is writing to inform, explain and describe.</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 The Candidate: |
|--|-------------------------|--|
| Effectiveness of communication Organisation Spelling Punctuation Grammar | Band 1 0 - 4 | <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 of 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. |

| | | |
|---|----------------------------------|---|
| <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | <p>Band 4 13 - 16</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 17 - 20</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 C: 20 Marks

Total for Paper: 60 Marks

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