

Mark Scheme Summer 2009

iGCSE

iGCSE English Language (4355)

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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	Answer	Mark
1	<ul style="list-style-type: none"> • She blows on her fingers 	1

Question number	Answer	Mark
2	<p>Give one mark for each of the following up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • 'I now knew what coldness really was' • 'now it was freezing' • the trees had lost all of their leaves <p>Do not accept 'it was cold'</p>	4

Question number	Answer	Mark
3	<p>Examiners must reward all valid points that address the question. One mark for each point made up to a maximum of four:</p> <ul style="list-style-type: none"> • she was unable to see clearly • lights become distorted and fuzzy • 'it seemed as if the world had disappeared under a grey blanket' (or own words) • 'People also started to appear from nowhere and disappear again' (or own words) • impenetrability • there was a hushed, mysterious feel to the atmosphere (or own words) • traffic noise was muted • traffic moved slowly • the air tastes horrible and makes the writer cough 	4

Question number	Answer	Mark
4	<p>Examiners must reward all valid points that address the question. Markers should use their judgement; responses which deal with only one of the named characters can only achieve one mark.</p> <ul style="list-style-type: none"> • ordinary/extraordinary • dangerous/safe • differing perspectives 	2

Question number	Indicative content	Mark
5	<p>This question rewards the ability to <i>explain</i>, and so markers should reward clear explanations rather than responses which simply repeat sections from the passage, up to five marks:</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Her emotional response to fog and wind is one of antipathy, whilst she is enraptured by the snow. • She had wished that the other weather, the <i>cold, grey, misty mornings would go away</i>, whereas she <i>falls in love</i> with the snow • The light has a bewitching quality that is described as <i>magical</i> whereas the dark nights make her depressed • The sooty impurity of the weather contrasts with the snow which is <i>pure</i> • the light contrasts to the early experiences of fog and murk - it is of such intensity that she is <i>dazzled</i> • The fog hides what things look like whilst the snow enhances things making them look beautiful • Other weather is cold and uncomfortable whilst the snow, paradoxically, warms her with its beauty. 	5

Question number	Indicative content	Mark
6	<p data-bbox="391 304 1228 510">Examiners should reward all valid responses to the text and should credit any of the following key points, up to six marks. A more developed response may give several clear points, showing understanding of the writer’s techniques, while a less developed response may make a small number of simple points.</p> <ul data-bbox="438 544 1228 2033" style="list-style-type: none"> <li data-bbox="438 544 1228 712">• The writer creates sympathy for her narrator by use of the first person, that allows access to her point of view and by the contrast between the life she had led before, of warmth and sun and her extreme reactions to the English weather <li data-bbox="438 745 1228 880">• The passage begins with powerfully emotive language that instantly connects the reader with the writer’s feelings about the weather - <i>I felt as if my body was going to break</i> <li data-bbox="438 913 1228 1014">• There is a connection between the cold of the weather and the <i>tight, stiff feeling</i>, which we connect with her sense of loneliness or isolation <li data-bbox="438 1048 1228 1126">• Use of simile, the trees <i>like skeletons</i> to emphasise the writer’s sense of emotional exposure <li data-bbox="438 1160 1228 1193">• Weather is connected to deeply felt emotions <li data-bbox="438 1227 1228 1361">• The writer uses contrast of her homeland and its warm sun that penetrates her soul, with the cold English weather that produces uncomfortable and unpleasant feelings deep within her <li data-bbox="438 1395 1228 1529">• Use of short sentences and phrases to define thoughts and feelings - <i>the winter weather made me feel depressed; I had fallen in love with snow; it tasted horrible</i> <li data-bbox="438 1563 1228 1641">• Use of simile to describe the fog - <i>as if the world had disappeared under a grey blanket</i> <li data-bbox="438 1675 1228 1809">• Uses of a wide range of adjectives throughout the text to maintain reader interest and define thoughts and feelings - <i>hushed, mysterious, cold, sooty, unpleasant, murky, etc</i> <li data-bbox="438 1843 1228 1910">• Uses repetition to emphasise the relentlessness of the weather - <i>days upon days</i> <li data-bbox="438 1944 1228 2033">• The snow sections contain contrasting language to that of the fog, describing feelings and creating reader interest- <i>magical, wonderment, beauty</i> 	6

	<ul style="list-style-type: none"> • the writer slows down the pace by initially writing in complex sentences • the pace and suspense is emphasised by the writer moving <i>slowly</i> • use of pronouns to avoid naming the snow - four uses of <i>it</i> - <i>It was a whiteness</i> • The final paragraph sees a direct and strong correlation between her thoughts and feelings as both of them begin to <i>thaw</i> • Final sentence used figurative language to connect the weather and the growth of spring to the feelings of others • The writer is presented as childishly naïve, her reference to her breath being <i>White smoke</i>, thus making us sympathise with her; similarly - her wonderment at the snow and the way that that she stays indoors and off school • The final sentence evokes sympathy as we realise her loneliness and isolation and her hopes for the future. 	
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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>her early life</p> <ul style="list-style-type: none">• her fate was determined before she was born as her parents were both slaves• she came from a family of eleven children, thus making it difficult for a poor family to provide for such a large number of children• other children had already been sold• at an age when most children are beginning their schooling, she is <i>rented</i> out to do household chores• from the age of 5 she was beaten regularly• her hardship is exacerbated by the fact that she is deprived of education and is illiterate• it seems a curious relief when she becomes a field worker - work which is physically demanding• she is described as <i>small</i>, which would have increased her difficulties in such a physically demanding environment• in marriage she appears to have found little sanctuary as even her husband treats her as a chattel and threatens to sell her, suggesting a loveless marriage in which she is not valued	10

	<p>her fight against slavery</p> <ul style="list-style-type: none"> • she is not supported by her own family who refuse to escape with her • she repeatedly endangers herself by returning to Maryland to free more slaves • she continues to fight against slavery despite becoming illegal and classed as a fugitive slave herself • she faces financial difficulties and funds most of her trips from her own income as cook and laundress • even in a war she continues to free slaves • she fights in war that is partially fought to free slaves in the southern states of the USA • she was badly treated by the army and not properly paid and she had to support herself <p>the language that the writer uses</p> <ul style="list-style-type: none"> • despite its focus upon hardship and triumph there is a remarkable absence of emotive language throughout • the register is plainly informative, as if deliberately seeking not to turn her life into an adventure story • the writer refers to Harriet Tubman in the third person, giving the passage a sense of formality. 	
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Mark	Descriptor
	The candidate:
0	<ul style="list-style-type: none"> • makes no response or a response that does not refer to the question or seem to be responsive to the text
1 - 2	<ul style="list-style-type: none"> • is able to make a small number of simple points that may focus on only one of the two bullet points • may recount aspects of the text rather than addressing technique • shows a limited grasp of ideas
3 - 4	<ul style="list-style-type: none"> • shows some understanding of the writer's technique, though there may still be some uncertainty about some aspects of the passage • shows an understanding of some of the main features of the passage, but it is not sustained • may demonstrate some selection of text • makes simple comments on aspects of language and technique
5 - 6	<ul style="list-style-type: none"> • begins to show greater familiarity with a wider range of techniques in the passage • may be able to select some more relevant sections of text, but not consistently • is able to make clearer comments about the writer's technique

7 - 8	<ul style="list-style-type: none"> • shows a sound understanding of the writer's techniques • is likely to select suitable aspects of the text • begins to be able to show how meaning and effect are being created
9 - 10	<ul style="list-style-type: none"> • makes perceptive points about the writer's techniques showing an ability to use analysis and interpretation • is likely to use textual references with some discrimination to substantiate points made • shows sound analysis and interpretation of the writer's use of language in points that are clearly organised and developed

Section B, part 2

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

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

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

Question number	Indicative content	Mark
8	<p>Markers should use the grid below to award marks for this writing activity.</p> <p>The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to:</p> <ol style="list-style-type: none"> 1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes 2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features 3. 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</p>	10

	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.	
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Writing skills	Band/ Range	Descriptor
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 2	<p>The candidate:</p> <ul style="list-style-type: none"> Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader. Organisation is simple with limited success in opening and development. The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 2 3 - 4	<ul style="list-style-type: none"> Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown. Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices. Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.
Effectiveness of communication Organisation Spelling Punctuation	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

Grammar		construction and variety are accurate and used to create effects with only occasional errors.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 4 7 - 8	<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.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 5 9 -10	<ul style="list-style-type: none"> Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown. Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices. Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning.

Total for Section B: 20 Marks

Section C: Writing

Range of writing: inform, explain, describe

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

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

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

Writing skills	Band/ Range	Descriptor
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 4	<p>The candidate:</p> <ul style="list-style-type: none"> • Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader. • Organisation is simple with limited success in opening and development. • The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 2 5 - 8	<ul style="list-style-type: none"> • Communicates in a broadly appropriate way. There is evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and expectations/requirements of the intended reader. • Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices. • Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 3 9 - 12	<ul style="list-style-type: none"> • Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown. • Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences. • Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices. • Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.

Effectiveness of communication	Band 4 13 - 16	<ul style="list-style-type: none"> Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.
Organisation		<ul style="list-style-type: none"> Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.
Spelling Punctuation Grammar		<ul style="list-style-type: none"> Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.
Effectiveness of communication	Band 5 17 - 20	<ul style="list-style-type: none"> Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown.
Organisation		<ul style="list-style-type: none"> Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.
Spelling Punctuation Grammar		<ul style="list-style-type: none"> Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning.

Total for Section C: 20 Marks

Total for Paper: 60 Marks

4355 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	One mark for either or both of: <ul style="list-style-type: none">• they were (too) exhausted• they had already rescued another ship	1

Question number	Answer	Mark
2	Examiners should reward all valid responses to the passage up to three marks: <ul style="list-style-type: none">• it is a “grim struggle” pitting their oars against such seas• they were jarred by each blow of the sea• they were thrown about by the steep pitching of the boat• back-breaking effort• the stinging hail/the icy spray whipped up by the gale was flung continuously over the open boat (one mark only).	3

Question number	Answer	Mark
3	This question asks candidates to describe rather than simply select text for an answer. Examiners must reward all valid responses up to a total of four marks, and the following features of his character may be offered: <ul style="list-style-type: none">• He is prescient - he knows what a grim struggle lays ahead before they set out• He is a realist	4

	<ul style="list-style-type: none"> • He is motivational as he “exhorts” the men to work hard • He is knowledgeable as he “instructs” them on technique • He is principled and understands his obligations • He inspires loyalty • He is dogged and persistent/does not give up • He is a hard taskmaster and asks a lot from his crew • He is brave and heroic • He is possibly foolhardy - was the second attempt sensible? 	
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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 content and 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"> • The opening sentence suggests a tale oft repeated, one that has now assumed mythical proportions. This helps to build tension and expectation • We know that it will be a story in which the poor weather was almost the worst on record. • The danger is emphasised by its longstanding nature which has gone on for centuries • The wasteful, extravagant, casual, destructive and dismissive nature of the sea is emphasised by the choice of verb - <i>littered</i> • The wrecked ships are personified through their <i>bones</i>. This emphasises the potential danger for the lifeboat and for all other vessels • The destructive power of the wind is described, with the deliberate use of the phrase, <i>torn limbs</i>, being used to personify the trees and suggest physical dismemberment • The second paragraph emphasises excitement and anticipation with the active verb, <i>dashing</i>, • The prescience of Henry Blogg and his expectation of 	12

	<p>a <i>grim struggle</i> is used to build further excitement and strongly suggest future and inevitable dangers. Henry Blogg is established as a character that is utterly reliable and knowledgeable, and so we have no choice but to accept his <i>grim</i> judgement on what is to come</p> <ul style="list-style-type: none"> • The writer heightens the danger of the rescue by alliteratively describing it as <i>agonised anxiety</i> • Tension is built through slowing the pace through adverbs, <i>slowly</i>, phrases such as <i>time and again</i>; <i>fraught with anxious suspense</i>; <i>seemed an age</i> • The ultimate drawing out of time comes in the phrase, <i>no one could remember how long it took</i>, suggesting a horror without limit • After drawing out the rescue, excitement is created by the speed at which the rescuers return, and are landed safely • Use of short sentence and punctuation for emphasis, <i>It was over!</i> • The final sentence completes the extended metaphor of Henry Blogg as a boxer pitted against the personified North Sea, creating the final flourish of excitement and emphasising Henry Blogg's heroism • From the opening sentence the weather and the sea are both described as fearsomely destructive elements • The sea is personified throughout and has moods and is twice described as being in the <i>worst mood</i> • Powerful and emotive language is used throughout - the wind is a <i>fierce gale</i>; it actually dismembers the trees, tearing off limbs • The expression in the <i>teeth of the gale</i> suggests a dogged, wild and malevolent personality whose animalistic qualities are later emphasised by describing it as <i>howling</i> • The sea is personified throughout as being in a bad mood and engaging in a <i>gruelling contest</i> with the lifeboat • The cold and ferocity of the weather is emphasised by its contrast with the warm and comforting cocoa drunk by the men between rescues • The sea is responsible for jarring and buffeting the men and makes their short journey a long and arduous one • The sea is personified throughout and is in its <i>worst mood</i> as the second rescue begins, thus heightening the danger 	
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	<ul style="list-style-type: none"> • The extended metaphor of the fight, or boxing match in which Henry Blogg is pitched against the sea • Emotive language used - <i>the fury of the sea</i>. 	
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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 • 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, 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. More developed responses will deal more or less equally with both aspects of the question; less developed responses may deal wholly or largely with only one part.</p> <p>Candidates may refer to some of the following points:</p> <p>Her fears</p> <ul style="list-style-type: none"> • Her fears begin with the disorientation of being summoned, from a mundane activity. She is <i>full of foreboding</i> • Use of emotive language - <i>on the drive home her heart is full of dread</i>. She wonders what she has done wrong. • Her disorientation is increased by her unfamiliarity with her new home • Her first reaction to hearing her father wants to see her is to be “overwhelmed”. This is closely followed by a series of rhetorical questions used to depict her fears and uncertainty • Slips into the present tense to emphasise the immediacy and strength of her fears and worry and her timidity • She knocks “timidly” • She refers to her father’s rooms as “The holy of holies” suggesting somewhere at once uniquely special, a place to be revered, an inner sanctum to which few if any are admitted • Line 51 - triple rhetorical question; all written in the present tense, all emphasising the writer’s confusion and disbelief • Her suspicion at her father’s kindness is indicative of 	10

	<p>a lack of warmth and trust between them</p> <ul style="list-style-type: none"> • Incongruously the father is in bathrobe and slippers, suggesting perhaps that her perceptions and the reality are not one and the same • The use of two strong simple statements in line 82 in response to her father's, probably rhetorical question • He is commanding - as indicated by the repetition and use of exclamation in "Sit down!" <p>Her joy</p> <ul style="list-style-type: none"> • He is reassuring - "Don't look so scared." • The family, and her father, are proud of her • Clearly she is desperate to please her father and her reaction to his pleasure is overwhelming - "My whole being vibrated with all the joy in the world" • Use of cliché indicates, perhaps unwittingly the youthful inexperience of the writer, "reach for the stars", "now or never" • Her timidity is emphasised by the fact that to ask him at all is considered bold • She quotes Wordsworth to indicate the strength of her joy - <i>Bliss was it in that dawn to be alive</i> • Despite being refused the opportunity and being told what her future career will be she is very grateful, further emphasising her distant relationship with her father in which she is desperate to please but also scared and wary of him. • She says coming to England is like entering heaven and asks "Does it really matter what you do after you go to heaven?" 	
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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

	<ul style="list-style-type: none"> • may demonstrate some selection of text • makes simple comments on aspects of language and technique
5 - 6	<ul style="list-style-type: none"> • begins to show greater familiarity with a wider range of techniques in the passage • may be able to select some more relevant sections of text, but not consistently • is able to make clearer comments about the writer's technique
7 - 8	<ul style="list-style-type: none"> • shows a sound understanding of the writer's techniques • is likely to select suitable aspects of the text • begins to be able to show how meaning and effect are being created
9 - 10	<ul style="list-style-type: none"> • makes perceptive points about the writer's techniques showing an ability to use analysis and interpretation • is likely to use textual references with some discrimination to substantiate points made • shows sound analysis and interpretation of the writer's use of language in points that are clearly organised and developed

Section B, part 2

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

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

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

Question number	Indicative content	Mark
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. 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"> 4. communicate clearly and imaginatively, using and adapting forms for different readers and purposes 5. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features 6. 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
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 2	<p>The Candidate:</p> <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	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.

<p>Organisation</p> <p>Spelling Punctuation Grammar</p>		<ul style="list-style-type: none"> 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.
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 3 5 - 6</p>	<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 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>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.

Organisation		<ul style="list-style-type: none"> Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.
Spelling Punctuation Grammar		<ul style="list-style-type: none"> Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning.

Total for Section 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>Less developed responses 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"> communicate clearly and imaginatively, using and adapting forms for different readers and purposes organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features 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>	20

	<p><i>The 'best fit' approach</i></p> <ul style="list-style-type: none"> 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. 	
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Writing skills	Band/ Range	Descriptor
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 4	The Candidate: <ul style="list-style-type: none"> Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader. Organisation is simple with limited success in opening and development. The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 2 5 - 8	<ul style="list-style-type: none"> Communicates in a broadly appropriate way. There is evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and expectations/requirements of the intended reader. Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices. Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.
Effectiveness of communication Organisation	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;

Spelling Punctuation Grammar		<p>controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.</p> <ul style="list-style-type: none"> • 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 Organisation Spelling Punctuation Grammar	Band 4 13 - 16	<ul style="list-style-type: none"> • Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown. • Organisation 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.
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 5 17 - 20	<ul style="list-style-type: none"> • Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown. • 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

4355 03
Section 1 - Reading

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
1	A relevant answer will focus on: <ul style="list-style-type: none">• evaluating how successfully the writer presents family relationships in the story• using textual evidence to substantiate the points made• the writer's presentation and use of techniques, including use of language.	15

Swami and his father	
<p>At the beginning the relationship is presented as rather strained. Swami's father loves his son, but is dissatisfied with him in some respects:</p> <ul style="list-style-type: none"> • he is contemptuous of his son's supposed cleverness • he wants him to be brave like the boy in the newspaper article, and challenges him to prove that he is • he feels he is too soft and spoilt • he still shows affection and kindness • he comes to son's assistance immediately 	<p><i>'You think you are wiser than the newspaper?' Father sneered.</i></p> <p><i>After reading it through, Father looked at Swami fixedly and asked, 'What do you say to that?...can you prove you have courage? Let me see if you can sleep alone tonight in my office room.' It is disgraceful sleeping beside granny or mother like a baby.</i></p> <p><i>'There are no scorpions, little fellow. Sleep on the bench if you like.'</i></p> <p><i>In a moment Father, cook, and a servant came in</i></p>
<p>Swami's attitude and reaction to his father are mixed:</p> <ul style="list-style-type: none"> • he fears his father's determination • he feels cowed by his father • he is wary of his vindictiveness • he is prepared to answer back and challenge him • he is ultimately obedient 	<p><i>he knew his father's tenacity at such moments.</i></p> <p><i>Swami slunk behind him with bowed head.</i></p> <p><i>He didn't like the strain of cruelty he saw in his father's nature.</i></p> <p><i>Swami disputed the theory. 'How can it be, Father?'</i></p> <p><i>'Get up, Swami,' he said for the fourth time, and Swami got up.</i></p>
<p>Other aspects of his father's attitude and behaviour towards Swami include:</p> <ul style="list-style-type: none"> • he is firm and insistent • he threatens unpleasant sanctions to get what he wants 	<p><i>Father rolled up his bed, took it under his arm, and said, 'Come with me.'</i></p> <p><i>'If you do it, mind you, I will make you the laughing-stock of your school.'</i></p>
<p>The ending is ambiguous but seems to show that:</p> <ul style="list-style-type: none"> • his father has come to admit that Swami has won and to admire his cleverness • Swami is still wary of his father, but pleased that he has restored the status quo. 	<p><i>'Sleeping beside his granny again!' Father said. 'No wonder he wanted to be asleep before I could return home - clever boy!'</i></p> <p><i>Swami...felt tremendously relieved to hear that his father was giving him up.</i></p>

Swami, his grandmother and his mother	
<p>Swami's closest relationship is with his grandmother and she spoils him:</p> <ul style="list-style-type: none"> • he sleeps with her • he instinctively seeks solace from her • his grandmother dotes on Swami, but doesn't seem to be understand the issues • Swami realise she may be something of a liability • Granny challenges her son about his behaviour towards her grandson 	<p><i>He had always slept beside his granny in the passage, and any change in this arrangement kept him trembling and awake all night.</i></p> <p><i>He put his hand out to feel his granny's presence at is side, as was his habit</i></p> <p><i>'Don't you want a story?' Swami made wild gesticulations to silence his granny, but that good lady saw nothing.</i></p> <p><i>'Please, please, shut up, granny'</i></p> <p><i>Granny pleaded, 'Why do you disturb him?'</i></p>
<p>His mother loves Swami, but is not very close to him:</p> <ul style="list-style-type: none"> • she is occupied with a new baby • seems to have little involvement in Swami's bringing up • stands up for Swami 	<p><i>his wife... was rocking the cradle</i></p> <p><i>'I hardly know anything about the boy.'</i></p> <p><i>'You let him sleep where he likes. You needn't risk his life again....'</i></p>
<p>Swami's mother seems to resent her mother-in law</p>	<p><i>'If you mean that your mother is spoiling him, tell her so...'</i></p>
<p>she is manipulative</p>	<p><i>She thought for a while, totting up figures in her head, and wondering how much she could ask for without meeting with an immediate refusal</i></p>
<p>Swami is prepared to appeal to both to gain support and sympathy</p>	<p><i>'If I don't sleep at once I shall perhaps die -'</i></p> <p><i>On the way he threw a look of appeal at his mother...</i></p>

Swami's mother and father	
<p>The relationship between Swami's father and mother is prickly:</p> <ul style="list-style-type: none"> • there are disagreements about how he is being brought up • his wife resents the implication that she is to blame for Swami's softness • there are tensions also over granny's role 	<p><i>I don't at all like the way you are being brought up,' he said and looked at his wife...</i></p> <p><i>'Why do you look at me while you say it?' she asked. 'I hardly know anything about the boy.'</i></p> <p><i>'If you mean that your mother is spoiling him, tell her so; and don't look at me,' she said, and turned away. Swami's father sat gloomily gazing at his newspaper</i></p>
<p>Swami's mother accepts her husband's authority but stands up to him:</p> <ul style="list-style-type: none"> • she question what he is doing and gives her opinion • blames her husband for what happens • asserts her opinion strongly at the end 	<p><i>'Why do you take him into the office room? He can sleep in the hall, I think.'</i></p> <p><i>'He didn't have a wink of sleep the whole of last night,' said his mother.</i></p> <p><i>Mother lost her temper. 'You let him sleep where he likes. You needn't risk his life again....'</i></p>
<p>There is some development in the relationships.</p> <ul style="list-style-type: none"> • At the beginning Father asserts his viewpoint • At the end he accepts his wife's advvce, with some bad grace 	<p><i>'He can sleep in the hall, I think.'</i></p> <p><i>'I don't think so,' Father said.</i></p> <p><i>'All right, molly-coddle and spoil him as much as you like. Only don't blame me afterwards....'</i></p>

the use of words, phrases and techniques	
<p>Use of appropriate dialogue:</p> <ul style="list-style-type: none"> • suggests domestic tensions and setting • suggests family intimacy • suggest traits of character, for instance the father's platitudinous tone <p>...and Granny's more homely speech</p> <ul style="list-style-type: none"> • variety of sentence structures (minor, question, statements) also suggests authenticity 	<p><i>'No, no, I don't mean you,' Father said.</i></p> <p><i>'If you mean the your mother is spoiling him, tell her so; and don't look at me,' she said</i></p> <p><i>'All right, molly-coddle and spoil him as much as you like</i></p> <p><i>'Please, please, shut up, granny'</i></p> <p><i>'little fellow...clever boy'</i></p> <p><i>'A man may have the strength of an elephant and yet be a coward: whereas another may have the strength of a straw, but if he has courage he can do anything.'</i></p> <p><i>'Boy, are you already feeling sleepy? Don't you want a story?'</i></p> <p><i>'Where is the boy?'</i></p> <p><i>'He is asleep.'</i></p> <p><i>'Already!'</i></p>
<p>Sharp, precise language (especially adverbs and adjectives) brings out key tensions</p>	<p><i>Father looked at Swami fixedly...</i></p> <p><i>Father sneered... Swami's father sat gloomily...</i></p> <p><i>Swami felt cut off from humanity. He was pained and angry.</i></p>
<p>Use of linguistic techniques to emphasise points and often to create humour:</p> <ul style="list-style-type: none"> • alliteration • similes (note comic horror) • hyperbole 	<p><i>Swami's father sat gloomily gazing</i></p> <p><i>He looked like an apparition in the semi-darkness of the passage, which was lit by a cone of light from the wall.</i></p> <p><i>Swami made wild gesticulations</i></p>
<p>Heightened, complex language emphasises key moments.</p>	<p><i>A frightful proposition, Swami thought.</i></p> <p><i>...he knew his father's tenacity at such moments.</i></p> <p><i>Swami felt cut off from humanity. He was pained and angry. He didn't like the strain of cruelty he saw in his father's nature.</i></p>

The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular mark range in order to receive a mark within that mark 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 range which corresponds most closely to the overall quality of the response.

Mark Range	Descriptor
0-1	<ul style="list-style-type: none">• very basic attempt at comment• extremely limited content• minimal grasp of how successfully the writer presents the family relationships
2	<ul style="list-style-type: none">• basic understanding of the text• unclear and undeveloped points• little awareness of how successfully the writer presents the family relationships
3-4	<ul style="list-style-type: none">• some understanding of the text• some relevant points but little development• limited awareness of how successfully the writer presents the family relationships
5-6	<ul style="list-style-type: none">• fair but not fully-developed understanding of the text• valid points with some development• some understanding of how successfully the writer presents the family relationships
7-8	<ul style="list-style-type: none">• generally sound and sustained grasp of text• several clear points with generally appropriate examples/references• fair understanding of how successfully the writer presents the family relationships
9-10	<ul style="list-style-type: none">• sound and sustained grasp of text• range of relevant points with sound examples/references• clear understanding of how successfully the writer presents the family relationships
11-12	<ul style="list-style-type: none">• good analysis based on thorough understanding of the text• a range of well-focused points with apt examples/references• thoughtful interpretation of how successfully the writer presents the family relationships
13-14	<ul style="list-style-type: none">• Perceptive analysis and assured understanding of the text• coherent and fully developed ideas deftly supported with examples/references• sensitive interpretation of how successfully the writer presents the family relationships
15	<ul style="list-style-type: none">• astute and penetrating analysis of the text• cogent and original exploration of ideas and evidence• sophisticated and individualistic interpretation of how successfully the writer presents the family relationships

Total for Section 1: 15 Marks

PART 2

Question 2 (a)

Range of writing: advise

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
- Each answer will need to be **judged on its merits**, and the skill and effectiveness with which the candidate answers the question.
- Examiners must be alert to **unusual, perhaps original approaches** (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.

In this question the focus of assessment is the quality of the writing and the key discriminators are **the clarity of the ideas and advice and the effectiveness with which this is presented in the form of a magazine article.**

Question number	Indicative content	Mark
2(a)	<ul style="list-style-type: none">• The term 'magazine' gives a broad, but clear indication of context and audience. The term 'article' implies a continuous piece of prose, though again this might be approached in various ways (e.g. sections with headings.)• The answer needs to be tailored for a 'magazine' readership (the interpretation of 'magazine' is left to the candidate) and the adopted style and structure should reflect this audience. An over colloquial and conversational style would limit attainment. The consistency with which the chosen style and structure are sustained will be an important factor in awarding marks.• Given the disparate candidature, in particular the differing ages and diversity of cultural backgrounds, it is particularly important for examiners to be open-minded in their approach to the content of answers.• The use of typographical features (for instance columns) is not covered by the mark scheme and cannot be rewarded; marks must <u>not</u> be awarded for graphics.	15

	<ul style="list-style-type: none"> • Content will be shaped by the candidate’s own experience and may be influenced also by the issues raised by the story used in Question 1, but may include points about: <ul style="list-style-type: none"> • love and sympathy • good communication, including listening • firm but fair discipline • security, emotional and physical • fairness • parental agreement and consistency. • Advice could incorporate negative points as well as positives. <p>Less developed responses may be unstructured and give ideas and advice briefly and loosely. More developed responses may present a good range of apt ideas and points of advice, with clear explanations, and show an effective grasp of an appropriate style and structure, tailored for the context of the chosen magazine.</p>	
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REFER THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the ‘best fit’ approach

Question 2 (b)

Range of writing: argue

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner’s focus should be on the quality of the writing.

- **It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.**
- **Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.**
- **Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.**

In this question, the effective and logical development of argument in support of the candidate’s preference is a key discriminator.

Question number	Indicative content	Mark
2(b)	<ul style="list-style-type: none"> • <i>No specific audience or context is given. Candidates are free to approach the subject as they wish; this applies both to the expression of ideas and the choice of form, though most will probably opt for an essay.</i> • The language used is likely to be formal both in choice of vocabulary and sentence structures. Candidates, however, may quite legitimately try to enhance the impact of their views by adopting a more informal kind of expression. • The argument should be developed in a logical, clear style, with ideas linked by verbal devices, and in a way which is neither over assertive nor over opinionated. Sentences are likely to be complex, but structures may be varied to maximise the impact of the writer's opinions. • The answer could be approached by focusing on one of the options, or by balancing all of them. Either way, the candidate's own preference should be made clear by the end of the answer. • Typical content will reflect cultural and geographical backgrounds and the personal experiences of the diverse candidature. It may include the following points: <ul style="list-style-type: none"> <u>Boarding schools</u> <ul style="list-style-type: none"> • provide more focus, less distraction • more security • more character building • the only practical form of education in a remote, widely spread area • ideal for children of parents who have to move around in their jobs (e.g. armed services) • good facilities and care • negatives include costs, lack of home comforts and contact, limited social contacts <u>Day Schools</u> <ul style="list-style-type: none"> • less expensive • more convenient 	15

	<ul style="list-style-type: none"> • socially better, more rooted in local communities • better for family life • negatives include limited choice of school, possible problems of bad schools, distractions of social life, difficulties of daily transport <p><u>Home-based Education</u></p> <ul style="list-style-type: none"> • convenience and congeniality • avoids problems of bad schools (bullying, indiscipline) • the latest Internet courses ensure up to date information etc. • education can be tailored to the individual • negatives include distractions (T.V. and computer games), the lack of social contact and of facilities, particularly sports and science equipment. <p>Less developed responses are likely to make assertions without support and to be brief, expressive of personal opinion rather than argued, with little or unconvincing use of supportive evidence; more developed responses are likely to develop a wide ranging and well supported argument, which conveys the candidate's preference and viewpoint effectively and convincingly.</p>	
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REFER THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach

Question 2 (c)

Range of writing: imagine, entertain

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- **It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.**
- **Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question.**
- **Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant way, and reward these positively.**

The key discriminators are likely to be **the clarity and depth with which candidate**

explores his or her feelings or thoughts.

Question number	Indicative content	Mark
2(c)	<ul style="list-style-type: none">• There may be two parts to each answer, one identifying the chosen picture and or photograph, the other dealing with the candidate's thoughts and feelings about it. A different style and/or structure could be used; language might be used imaginatively and expressively, when conveying the picture or photograph, whereas exploration of thoughts and feelings might entail a more objective and precise approach. A factor in awarding marks may well be the candidate's ability to integrate both aspects of the question. • The consistency with which a candidate maintains his or her approach, in terms of style and structure, may well be important in defining the overall success of the answer. • Examiners should accept the interpretation of 'picture' or 'photograph' on the candidate's terms - as long as an image of some kind is the focus of the writing. Similarly accept the interpretation of 'favourite' and 'memorable' on the candidate's terms. • Though an open minded approach is important, relevance is also important and examiners should consider carefully before awarding higher band marks to candidates who are clearly reproducing previously prepared material. <p>Less developed responses may be brief, inaccurate and poorly structured, and mainly focused on simply identifying or describing the chosen picture or photograph or dependent on a prepared framework; more developed responses may have a clearer sense of purpose, and will present both the picture and the exploration of thoughts and feelings in an engaging and effective way.</p>	15

REFER THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for the 'best fit' approach.

Writing Mark Scheme: Paper 3 Part 2

Writing skills	Band/ Range	Descriptor
Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 1 0 - 3	<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 4 - 6	<ul style="list-style-type: none"> • Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown • Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices • Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct
Purpose and audience Effectiveness of communication Organisation Spelling Punctuation Grammar	Band 3 7 - 9	<ul style="list-style-type: none"> • Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown • Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences • Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices • Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.
Effectiveness of	Band 4 10 - 12	<ul style="list-style-type: none"> • Communicates effectively, with aptly chosen

<p>communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>		<p>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> <ul style="list-style-type: none"> • Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs. • Spelling 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 13 -15</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 2: 15 Marks
Total for Paper: 30 Marks

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