

Mark Scheme November 2008

IGCSE

IGCSE English Language (4355)

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4355 1F

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.

| | | |
|---|--|------|
| 1 | Why did Steve Hall not need to treat the heart attack that he had been called to? | |
| | Answer | Mark |
| | <ul style="list-style-type: none">• because an ambulance had already arrived | 1 |

| | | |
|---|--|------|
| 2 | What two things told Steve that there was a fire across the road? | |
| | Answer | Mark |
| | <ul style="list-style-type: none">• he saw/noticed smoke• the sound of a (smoke)alarm | 2 |

| | | |
|---|---|------|
| 3 | Describe how Steve rescued the old man and what he found when he went back into the house. | |
| | Indicative content | Mark |
| | The question asks candidates to describe and so examiners should reward third person responses such as: <ul style="list-style-type: none">• he finds the elderly man stumbling and confused• the door is stuck• he forces open a window and helps the old man out of it• outside the old man is given oxygen• he is checked for injury• he finds a burning pan is the reason for the fire• he puts the fire out | 5 |

| | | |
|---|--|------|
| 4 | Give two things that we learn about the Life Savers Award. | |
| | Answer | Mark |
| | Any two from: <ul style="list-style-type: none"> • it is sponsored by Vodaphone • it is for unsung heroes of our emergency services • it recognises the bravery of ordinary people • it is judged by a panel • the 10 national award winners will go to 10 Downing Street | 2 |

| | | |
|---|--|------|
| 5 | Apart from his bravery, what other good qualities does Steve Hall show in this passage? | |
| | Indicative content | Mark |
| | Reward characteristics that are inferred, including such things as: <ul style="list-style-type: none"> • he does more than is required - he returns to put out the fire • he is kind - he helps the old man] • he is skilful, hardworking and versatile - he is called to a heart attack, treats a fire victim and moves on to deliver a baby • he is quiet, reserved and hardworking • he is modest - flattered by the award • he likes his life to be unpredictable / not knowing what he might be called to do next | 4 |

| | | |
|---|--|------|
| 6 | The writer is trying to describe Steve Hall's bravery to us. How does the writer keep the reader interested throughout the passage? | |
| | Indicative content | Mark |
| | <p>Examiners should reward all valid responses to the text and should credit some of the following key points:</p> <ul style="list-style-type: none"> • The passage begins as a newspaper story, summarising the main content and providing a narrative hook • The passage quotes Steve, thereby repeating and reinforcing elements of the story, particularly those around his brave choice to enter a burning building • Steve is very matter of fact about returning to the fire and extinguishing it • The use of the speculative - <i>If I hadn't heard that smoke alarm then I don't know what would have happened</i>, is used to raise excitement • Steve's age is emphasised early in the passage - he is not a young man • Use of emotive language - <i>brave paramedic, unsung heroes</i> • Steve's ordinariness is emphasised by reference to his wife and children and their ages, thereby emphasising the unusual nature of his bravery • Steve modestly dismisses his bravery as being events that are not out of the ordinary for a paramedic • The reader is impressed by the mention of meeting the Prime Minister • Steve's bravery is a function of responding to the unknown, which is the aspect of the job that he is passionate about • The juxtaposition of <i>day-to-day</i> with <i>dedication</i> and <i>bravery</i> neatly demonstrate the unique quality that Steve Hall has. | 6 |

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

| | | |
|---|---|------|
| 7 | <p>Remind yourself of the passage <i>Taking on the World</i> from the London Examinations Anthology, and then answer Questions 7 and 8.</p> <p>What does the reader learn about Ellen MacArthur’s character in this passage?</p> <p>In your answer you should write about</p> <ul style="list-style-type: none"> • how Ellen prepares for climbing the mast • how she reacts to what happens as she climbs the mast • the language she uses to describe her thoughts and feelings <p>You should refer closely to the passage to support your answers. You may include brief quotations.</p> | |
| | Indicative content | Mark |
| | <p>Examiners should refer to the following bullet points and then to the table to come to an overall judgement. Examiners must reward all valid points that show an engagement with the text and an insight into the writer’s technique. Marginal comments and a brief final comment should be made to indicate where credit has been awarded.</p> <p>Candidates may refer to some of the following points:</p> <p>How she prepares for climbing the mast</p> <ul style="list-style-type: none"> • takes sensible precautions, “I would be wearing a helmet” • 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 fails to appreciate the cold and the need for dexterity and has to climb down and start again • she is a perfectionist and has clearly thought long and hard about the climb, “I had agonised for hours” etc <p>How she reacts and acts</p> <ul style="list-style-type: none"> • the difficulty is not the climbing it is “clinging on” - emphasises the potential danger of being thrown off • 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 - | 10 |

| | | |
|--|---|--|
| | <p>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"</p> <ul style="list-style-type: none"> • she emphasises her determination - "eyes closed and teeth gritted" • she recognises that at the top of the mast she is not in control of the ship and her reaction is instinctive and optimistic - "I hung on tight ...and hoped" "You are a passive observer looking down" • she describes being thrown from the mast- "hanging on by just one arm" • her reaction to approaching the top is to "rally" • by line 50 we realise that the danger is increasing as the movement of the boat "was worse than ever" • having climbed the mast we are taken aback to realise that the descent is even more dangerous - "this was by far the most dangerous part" this is emphasised by the fact that her "heart was in her mouth" <p>Language</p> <ul style="list-style-type: none"> • repetition is used to emphasise determination - "I tugged and tugged" • emotive language is used to emphasise the level of danger • ellipsis is used to build suspense • consistent use of emotive language to emphasise speed and danger - "smacking back into the rig" "watched the mast-head whip across the clouds" "the mast slices erratically" • she 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. | |
|--|---|--|

| 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.

| | | |
|---|--|-----------|
| 8 | In this passage, Ellen MacArthur has to overcome her inner fears, as well as facing the physical dangers and difficulties of her task. Describe a time in your life when you have had to be brave morally or physically. | |
| | Indicative content | Mark |
| | <p>The audience for this piece is not stated nor is the genre of text required. Markers should use the grid below to award marks for this writing activity.</p> <p>The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to:</p> <ol style="list-style-type: none"> 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 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: |
|---|--------------------------------|---|
| <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | <p>Band 1 0 - 2</p> | <p>Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader.</p> <p>Organisation is simple with limited success in opening and development.</p> <p>The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.</p> |
| <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | <p>Band 2 3 - 4</p> | <p>Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown.</p> <p>Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices.</p> <p>Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.</p> |
| <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | <p>Band 3 5 - 6</p> | <p>Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown</p> <p>Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences.</p> <p>Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.</p> <p>Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.</p> |
| <p>Effectiveness of communication</p> <p>Organisation</p> | <p>Band 4 7 - 8</p> | <p>Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</p> <p>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices</p> |

| | | |
|------------------------------------|------------------------|--|
| Spelling Punctuation Grammar | | <p>between and within paragraphs.</p> <p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.</p> |
| Effectiveness of communication | Band 5 9 -10 | Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown. |
| Organisation | | Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices. |
| Spelling Punctuation Grammar | | Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning. |

Total for Section B: 20 Marks

Section C: Writing

Range of writing: inform, explain, describe

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

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

| | | |
|---|--|------|
| 9 | <p>Imagine that a new student is coming to your school or college. You have been asked to write to them in order to give a student's view of life there.</p> <p>Write the letter, explaining to the new student what he or she needs to know about the school or college.</p> <p>You may choose to write about:</p> <ul style="list-style-type: none">• the subjects which can be studied• what happens outside of lesson time• any other aspect of student life. | |
| | Indicative content | Mark |
| | <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</p> | 20 |

| | | |
|--|--|--|
| | 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. | |
|--|--|--|

| Writing skills | Band/ Range | Descriptor The candidate: |
|--|--------------------------|---|
| Effectiveness of communication Organisation Spelling Punctuation Grammar | Band 1 0 - 4 | Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader. 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 | 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 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 Grammar | Band 3 9 - 12 | 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 | 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 |

| | | |
|---|----------------------------------|--|
| <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | | <p>the intended reader is shown.</p> <p>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</p> <p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.</p> |
| <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | <p>Band 5 17 - 20</p> | <p>Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown.</p> <p>Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.</p> <p>Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning.</p> |

Total for Section C: 20 Marks

Total for Paper: 60 Marks

4355 2H

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

| | | |
|---|---|------|
| 1 | Which type of villa offers the more luxurious accommodation? | |
| | Answer | Mark |
| | <ul style="list-style-type: none">• An Exclusive villa (experience) | 1 |

| | | |
|---|--|------|
| 2 | Give one example of an activity which is presented as restful and relaxing, and one which is presented as lively and energetic. | |
| | Answer | Mark |
| | <p>Some activities are presented as neither restful or energetic and marks must not be awarded for referring to: falconry, archery, fishing, neither should you accept <i>being on the go</i> or <i>relaxing</i> as acceptable responses.</p> <p>Restful and relaxing</p> <ul style="list-style-type: none">• Cycling - <i>A quiet cycle trail</i>• Walking - <i>A quiet walk in the peaceful forests</i>• Sailing - on the lake <p>Lively and energetic</p> <ul style="list-style-type: none">• Swimming - specifically: the <i>exhilarating flumes</i> and <i>cascading rapids</i>• Fencing - testing your reflexes• Art / watercolour painting - depicted as arousing• Badminton | 2 |

| | | |
|---|---|------|
| 3 | How does the passage suggest that Center Parcs is a healthy environment? | |
| | Indicative content | Mark |
| | This question asks candidates to explain and so markers should reward more than mere repetition of key details relating to health and should look to the quality of explanation rather than merely accruing 5 different examples. | 5 |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Throughout, there is a focus on relaxation and taking time as an aspect of healthy living. The opening sentence directly appeals to the adult dilemma of work related stress and a busy lifestyle, as does the use of <i>humdrum</i>. There is a range of relaxing activities that are part of this healthy relaxation • Throughout, there is an emphasis upon nature and things being natural which is implicitly contrasted with the unhealthy world outside the parc • The wholesomeness of family togetherness is implicitly presented as a key aspect of the emotional healthiness of Center Parcs • There is a range of healthy and vigorous activities on offer - archery, swimming, cycling, badminton, fencing, sailing • Food - there are healthy menus available • The accommodation could be seen as contributing to the healthy environment with its focus on sociability, relaxation and particularly the steam room and hot tub. | |
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| | | |
|---|--|------|
| 4 | <p>How does the writer try to persuade parents to book a holiday at Center Parcs?</p> <p>In your answer you should write about:</p> <ul style="list-style-type: none"> • the features the writer chooses to appeal to the reader • particular words, phrases and techniques. <p>You may include brief quotations from the passage to support your answer.</p> | |
| | Indicative content | Mark |
| | <p>Examiners should refer to the following bullet points and then to the table to reach an overall judgement.</p> <p>There are many features in the passage that are worthy of comment and it is likely that candidates will focus upon different aspects of it. Examiners must reward all valid points that show an engagement with the text and an appreciation of the writer's technique rather than have a set agenda of items that they are looking for. Examiners must reward all valid points that address the question and show a clear grasp of the writer's technique</p> <p>Candidates may refer to some of the following points:</p> <p>Features of the parc to appeal to the reader</p> <ul style="list-style-type: none"> • The swimming pool is important to parent: child relationships - this seems to be where it will all begin • Persistent focus on natural surroundings which are contrasted to busy, modern urban life • Focus upon shared sporting activities, many of which are deemed to be new and adventurous • Accommodation is described to appeal in a number of ways • Food and drink arrangements are detailed to appeal to convenience and to quality dining with a repeated accent on the new - <i>innovative</i> | 12 |

| | | |
|--|---|--|
| | <p>Language</p> <ul style="list-style-type: none"> • The piece opens with a rhetorical question to draw the reader in • Second sentence, <i>A time for all of you</i>, implies more than a couple. Is deliberately short for impact and breaks the grammatical rules for sentences • The piece relies upon generating a desire for, or a guilt at not providing, quality shared time which will live in the memory of children forever. The motif for this is the deliberate creation of memories and memorable experiences - the first sentence, <i>Creating memories as unique as you</i>, to the alliterative sub-heading <i>Memories are made of this</i> • A characteristic of the piece is the persistent use of emotive language - there are many examples, such as, <i>Escape from the humdrum</i>, <i>Arouse your artistic side</i>, <i>The natural terrain inspires</i>, <i>Swimming Paradise</i> • Use of a well balanced sentence that opposes the alliterative, <i>Rush and routine</i>, where the repetition of sound is indicative of a repetitive and unspontaneous lifestyle, with the twin qualities of freedom and space • The short subheadings focus upon quality interpersonal relationships - <i>Togetherness</i> • One strand of adjective emphasises the key qualities of childhood - innocence; spontaneity; excitement; wonder - all designed to appeal to parents who are anxious to give their children these experiences • The phrase, <i>Children grow up so fast</i>, deliberately pressurises parents into choosing Center Parcs. This effect is compounded by the phrase, <i>sharing in ...never miss a moment</i>, which seems to guarantee that parents can "bank" these moments before they are gone forever • This idea is at its strongest with the use of the imperative, <i>Your time together is precious; be sure to make it memorable too</i>, which has a tone of wise counsel or advice, even an element of admonition • Another key set of ideas centres upon enjoyment in its many forms and uses expressions such as, <i>laughter echoes</i> • The section <i>Memories are made of this</i> represents a shift in reader: writer relationship. The earlier inviting tone of rhetorical questioning is replaced for the first time by the use of the second person in a strongly imperative form - <i>Look at their faces, their smiles</i> • In the pool the word <i>launch</i> is deliberately punning and also strongly alliterative - all in a playful manner • The alliteration is doubled around the two key themes of family and shared enjoyment - <i>launch the laughter and family fun</i>. | |
|--|---|--|

| 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, 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

| | | |
|---|--|------|
| 5 | <p>Remind yourself of the passage, <i>Impact Alert - Asteroids</i>, from the London Examinations Anthology.</p> <p>How does the writer try to make a difficult subject clear to the reader?</p> <p>You may include brief quotations from the passage to support your answer.</p> | |
| | Indicative content | Mark |
| | <p>Examiners should refer to the following bullet points and then to the table to come to an overall judgement. Examiners must reward all valid points that show an engagement with the text and an insight into the writer's technique. Marginal comments and a brief final comment should be made to indicate where credit has been awarded.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> • bullet points used to break down a long list of indigestible facts, making them accessible to the eye and the reader • sub-heading indicate structure of the passage and split into manageable chunks • some sub-headings use a rhetorical question style • sub-headings are all in a larger and bolder font to break up the visual appearance of the text • the tone is authoritative and densely factual throughout • expert witnesses are used to mediate or endorse facts and opinions - Bill Napier • the passage begins with a series of factual certainties before moving onto questions and uncertainty • the absence of any illustrations is telling in terms of its expectations from the reader and the level of visualisation that is required • initial use of the second person, "if you collected" to personalise the passage and interest the reader • mainly written in 1st person plural, emphasising the shared nature of the potential experience - "which should we worry about?" • some sub-headings use a rhetorical question style, reminiscent of a FAQ section, which may be a familiar format for readers • informed use of technical language - "tsunami", "Seismic" • slightly colloquial use of contractions, "What's the ..." produces a semi-conversational tone at times • uses emotive and visual language, "burnt to a cinder", | 10 |

| | | |
|--|---|--|
| | <p>“smashed”</p> <ul style="list-style-type: none"> • Uses figurative language, “The Earth’s dusty shroud” • Initial suggestion of factual certainty is undermined by questioning sub-headings • Ends on a question. | |
|--|---|--|

| 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 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.

| | | |
|---|---|------|
| 6 | Your school or college Science Club has learned that the government is going to reduce the amount of money for scientists to study Space. Write a letter to the government giving your views for OR against giving public money for Space research. | |
| | Indicative content | Mark |
| | <p>The audience for this piece is clear, as is the form and purpose. 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"> 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 The Candidate: |
|---|--------------------------------|---|
| <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | <p>Band 1 0 - 2</p> | <p>Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader.</p> <p>Organisation is simple with limited success in opening and development.</p> <p>The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.</p> |
| <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | <p>Band 2 3 - 4</p> | <p>Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader.</p> <p>Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices.</p> <p>Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.</p> |
| <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | <p>Band 3 5 - 6</p> | <p>Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown</p> <p>Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences.</p> <p>Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.</p> <p>Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.</p> |
| <p>Effectiveness of communication</p> <p>Organisation</p> | <p>Band 4 7 - 8</p> | <p>Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</p> <p>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices</p> |

| | | |
|------------------------------------|------------------------|---|
| Spelling Punctuation Grammar | | <p>between and within paragraphs.</p> <p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning</p> |
| Effectiveness of communication | Band 5 9 -10 | Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown. |
| Organisation | | Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices. |
| Spelling Punctuation Grammar | | Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning. |

Total for Section B: 20 Marks

Section C: Writing

Range of writing: inform, explain, describe

Main Assessment Objective:

- communicate clearly for a particular purpose

Supporting Assessment Objectives:

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

| | | |
|---|--|------|
| 7 | <p>Some people place importance on personal happiness, while others value worldly success more highly.</p> <p>Write about what you would like to achieve in your own life.</p> | |
| | Indicative content | Mark |
| | <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"> 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> <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. | 20 |

| Writing skills | Band/ Range | Descriptor The Candidate: |
|--|--------------------------|---|
| Effectiveness of communication Organisation Spelling Punctuation Grammar | Band 1 0 - 4 | Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader. 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 | 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 | 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 Organisation | Band 4 13 - 16 | Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown. Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices |

| | | |
|------------------------------------|--------------------------|--|
| Spelling Punctuation Grammar | | <p>between and within paragraphs.</p> <p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.</p> |
| Effectiveness of communication | Band 5 17 - 20 | Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown. |
| Organisation | | Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices. |
| Spelling Punctuation Grammar | | Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning. |

Total for Section C: 20 Marks

Total for Paper: 60 Mark

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Paper 3

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

| | | |
|---|---|------|
| 1 | <p>How does the writer create a sense of a special occasion in 'Electricity Comes to Cocoa Bottom'?</p> <p style="text-align: center;">In your answer you should write about</p> <ul style="list-style-type: none"> • the movements and sounds in the poem • the use of colour and light • what the people do • any other interesting use of language. <p>You should refer closely to the poem to support your answer.</p> | |
| | | Mark |
| | <p>Assessment Objectives:</p> <ul style="list-style-type: none"> • read with insight and engagement • develop and sustain interpretations of texts • make appropriate reference to texts • understand and evaluate how writers use linguistic and structural devices to achieve their effects. <p>A relevant answer will focus on:</p> <ul style="list-style-type: none"> • evaluating how the writer creates a sense of a special occasion • using textual evidence to substantiate the points made • the writer's presentation and use of techniques, including use of language | 15 |

the movements and sounds in the poem

movement:

| | |
|---|--|
| purposeful human movement towards the house suggests importance | <i>all the children of Cocoa Bottom went to see Mr. Samuel's electric lights</i> |
| human movement suggesting anticipation | <i>Grannie Patterson across the road peeped through the crack</i> |
| stillness of hums and insects also suggests anticipation | <i>waiting for sunset, watching The fireflies waited</i> |
| imperceptible, gentle change in natural | <i>Evening came as soft as chiffon</i> |

| | |
|--|--|
| light contrasts with suddenness of the artificial light | <i>curtains bamboo lining the dirt road stopped its swaying</i> |
| birds' movement suggesting a religious ceremony enhances the occasion | <i>swooped in from the hills, congregating...</i> |
| reactive movement of birds in second verse paragraph shows impact of the light | <i>a fluttering of wings... such a swaying, swaying</i> |
| other movement in natural world in second verse suggests awe | <i>the long grass bent forward stretching across the bank like so many bowed heads</i> |
| movement away also emphasises the significance | <i>the dark journey home</i> |

sounds:

| | |
|---|--|
| silence in anticipation | <i>A breeze coming home from sea held its breath</i> |
| softness suggesting an absence of noise; contrast with what happens afterwards | <i>and evening came as soft as chiffon curtains</i> |
| the dramatic impact of the light is conveyed by the response of the children... | <i>such a gasp</i> |
| ...and the birds | <i>such a fluttering of wings, tweet-a-whit</i> |
| the voice in the wind underlines the historical importance of the moment | <i>Is there one among us to record this moment?</i> |
| ironically this voice is so quiet it is only heard by inanimate nature | <i>no one (except for a few warm rocks hidden among mongoose ferns) even heard a sound</i> |

the use of colour and light

| | |
|--|---|
| the children's lamps at beginning and end provide an ironic contrast | <i>their lanterns off had lit their lamps for the dark journey home</i> |
| the bright colours of the sunset also provides a richer, complementary setting | <i>watching the sky turn yellow, orange</i> |
| ...as do the trees | <i>in the orange trees</i> |
| the electric light is initially softened, hidden to build drama | <i>a silhouette against the yellow shimmer behind him</i> |
| effect of the electricity conveyed in the repeated word | <i>Light! Marvellous light!</i> |

what the people do

| | |
|--|--|
| everybody comes to see the lights | <i>Then all the children of Cocoa Bottom/went to see Mr. Samuel's electric lights</i> |
| they are prepared to wait for a long time | <i>They camped.../their lamps filled with oil/waiting for sunset/watching the sky turn, yellow, orange</i> |
| elderly people cannot restrain their curiosity | <i>Grannie Patterson...peeped through the crack in her door</i> |
| their reactions suggest wonder and surprise | <i>and there arising such a gasp</i> |
| Mr. Samuel's delight in what he has done | <i>Mr. Samuel smiling on the verandah</i> |

any other interesting use of language

| | |
|--|--|
| onomatopoeic words make it more vivid | <i>such a fluttering of wings, tweet-a-whit</i> |
| use of repetition to create a sense of dram | <i>such a swaying, swaying. Light! Marvellous light!</i> |
| nature and humans are verbally linked (pathetic fallacy) | <i>A breeze coming home from sea held its breath</i> |
| local words give authenticity to the setting | <i>kling-klings</i> |
| use of metaphorical language enhances atmosphere... | <i>that the long grass bent forward stretching across the bank like so many bowed heads The cable was drawn like a pencil line across the sun.</i> |
| ...and creates irony | <i>The fireflies waited in the shadows, their lanterns off.</i> |

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 | very basic attempt at comment extremely limited content minimal grasp of how the writer creates a sense of a special occasion |
| 2 | basic understanding of the text unclear and undeveloped points little awareness of how the writer creates a sense of a special occasion |
| 3-4 | some understanding of the text some relevant points but little development limited awareness of how the writer creates a sense of a special occasion |

| | |
|-------|---|
| 5-6 | fair but not fully-developed understanding of the text valid points with some development some understanding of how the writer creates a sense of a special occasion |
| 7-8 | generally sound and sustained grasp of text several clear points with generally appropriate examples/references fair understanding of how the writer creates a sense of a special occasion |
| 9-10 | sound and sustained grasp of text range of relevant points with sound examples/references clear understanding of how the writer creates a sense of a special occasion |
| 11-12 | good analysis based on thorough understanding of the text a range of well-focused points with apt examples/references thoughtful interpretation of how the writer creates a sense of a special occasion |
| 13-14 | Perceptive analysis and assured understanding of the text coherent and fully developed ideas deftly supported with examples/references sensitive interpretation of how the writer creates a sense of a special occasion |
| 15 | astute and penetrating analysis of the text cogent and original exploration of ideas and evidence sophisticated and individualistic interpretation of how the writer creates a sense of a special occasion |

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 clarity and detail of the advice are key discriminators.

| | | |
|------|--|------|
| 2(a) | Your local newspaper has printed an article on environmental problems in your area. The problems range from litter and graffiti to poor air and water quality and other forms of pollution. The paper has asked for suggestions from readers. Write a letter to the newspaper giving your ideas on what can be done to improve your area. | |
| | Indicative content | Mark |
| | <ul style="list-style-type: none">• As there is no set way of formatting a letter, candidates should not be penalised for their choice of layout but a clear salutation (Dear Editor) and subscription (Yours faithfully/sincerely) are likely to be the basis for a purposeful letter.• The context is the letter's page of a local newspaper. Given the wide range of newspapers, a variety of approaches and styles is possible. The context is a formal or semi-formal one; the use of an over conversational register, for instance incorporating street language, would be inappropriate. The candidate may, however, choose to use relatively simple language and structures to reach a readership of limited reading age. The consistency with which the chosen style is followed and its effectiveness in conveying the candidate's opinion are important factors.• The advice should be presented in the letter in a way that makes it clear to follow, with verbal links and "signposting". It should also be developed in some detail. | 15 |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • It is impossible to be prescriptive about content. The question gives a range of environmental problems, which candidates may or may not cover. Candidates may well add others, for instance specific, perhaps unique, concerns relating to their own area. In the main, accept candidates' interpretations of the phrase "environmental pollution" on their terms. For instance it could include issues like over development of land, shanty towns, sex tourism and so on. <p>Weak answers are likely to be straightforward and give brief, assertive points of advice in an uncertain structure and in a very informal style, with little sense of the newspaper context: more successful answers will make a good range of aptly chosen points of advice, with effective explanation, in a cohesive structure and in a clear style which is appropriate to the newspaper context.</p> | |
|--|---|--|

NOW REFER TO PAGES 35-36 FOR 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 persuasive argument in support of the candidate’s ideas on one side or the other of the topic is a key discriminator.

| | | |
|------|---|------|
| 2(b) | Your class is to debate the topic “School uniform should be abolished in all schools” . Write the text for the speech you would give in this debate, arguing either in favour of school uniform or against it. | |
| | Indicative content | Mark |
| | <ul style="list-style-type: none"> • The chosen style or register should reflect the specified context of a classroom audience, though the candidate’s interpretations of what is appropriate may vary. • The context implies a degree of formality, but some use of slang or colloquial expression for particular effect might not be inappropriate. The use of street language would be out of place. • ‘Speech’ also implies a degree of formality, as opposed to a ‘talk’. Its structure and expression should show an awareness of a listening audience; thus the use of rhetoric, and of words and phrasing patterned for their sound would merit reward. A text which simply reads like an essay would be less effective. • To ensure the argument is clear and logical, sentences are likely to be complex, with verbal linking and a sequenced paragraph structure. • Emotive language may also be used for particular effect as the context implies the need to persuade other students to the | 15 |

| | | |
|--|---|--|
| | <p>candidate's point of view.</p> <ul style="list-style-type: none"> • Candidate should use examples and evidence to support their ideas. • The question asks candidates to argue for one side or another. This might be achieved in a number of ways, including balancing ideas for and against, but ultimately the candidate should make clear s/he supports or opposes the statement. <p>Weaker answers are likely to be brief and undeveloped in argument, perhaps merely expressions of opinion, and show little awareness of the 'live' context; more successful answers will be strong in terms of argument and style, and give a clear sense of the classroom context and supposed listeners.</p> | |
|--|---|--|

NOW REFER TO PAGES 35-36 FOR 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.

In this question the clarity and depth with which candidate explores his or her feelings or thoughts are key discriminators.

| | | |
|------|---|------|
| 2(c) | Choose a special occasion in your life. Write about how you felt at the time, and your thoughts as you look back at it now. | |
| | Indicative content | Mark |
| | <ul style="list-style-type: none"> • No audience or form is specified. Most answers are likely to be essays but some candidates may choose alternative approaches, for instance a diary. • It is likely that complex sentences and precise vocabulary will be needed to explore feelings or thoughts. • The definition of “special occasion” is left to the candidate. Accept any reasonable interpretation. In most cases the answer will refer to a domestic, social or academic context, but the focus on personal trauma may produce some surprising responses; no assumptions should be made as to what is suitable or not. • For a clear answer, the candidate will need to make clear what the occasion or time was. This could be done by separate or integrated description or narrative. This needs to be subservient to the question’s main focus which relates to exploring thoughts and feelings. • Answers which rely over much on description or narrative are likely to merit fewer marks. <p>Weak answers are likely to be brief, loosely structured and descriptive or narrative, with little attempt to explore thoughts and feelings. More successful answers will involve a considerable degree of introspection; thoughts and feelings will be outlined in detail and reflected on. Such answers will also show a strong sense of the reader</p> | 15 |

| | | |
|--|---|--|
| | whose interest should be sustained, not merely engaged, by thoughtful expression and structuring. | |
|--|---|--|

NOW REFER TO PAGES 35-36 FOR 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 |
|---|--------------------------------|--|
| <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | <p>Band 1 0 - 3</p> | <p>Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader.</p> <p>Organisation is simple with limited success in opening and development</p> <p>The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.</p> |
| <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | <p>Band 2 4 - 6</p> | <p>Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown</p> <p>Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices</p> <p>Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct</p> |
| <p>Purpose and audience</p> <p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p> | <p>Band 3 7 - 9</p> | <p>Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown</p> <p>Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences</p> <p>Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices</p> <p>Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.</p> |

| | | |
|------------------------------------|--------------------------|--|
| Effectiveness of communication | Band 4 10 - 12 | Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown. |
| Organisation | | Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs. |
| Spelling Punctuation Grammar | | Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning. |
| Effectiveness of communication | Band 5 13 - 15 | Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown. |
| Organisation | | Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices |
| Spelling Punctuation Grammar | | Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured; There is sophisticated control of expression and meaning. |

Total for Section 2: 15 Marks
Total for Paper: 30 Marks

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