

# Mark Scheme (Results)

## Summer 2007

IGCSE

IGCSE English Language (4355/03)

## 4355/03 English Language: Written Alternative

### Question 1: Reading

1. *In this passage there are adults and children waiting very nervously to be taken away to a concentration camp.*

*How does the writer build up feelings of fear and uncertainty?*

*You should write about:*

- *the adults, who are to be taken away, and their reactions*
- *how André behaves and thinks*
- *the other characters in the passage*
- *the use of language, including special or vivid details.*

*You should refer closely to the text to support your answer. You may use brief quotations.*

A relevant answer will focus on:

- evaluating the ways in which the writer builds up feelings of fear and uncertainty
- using textual evidence to substantiate the points made
- the writer's presentation and use of techniques, including use of language .

Tick valid points, which show a sound grasp of the text and of the requirements of the question.

Candidates are free to interpret textual details in a variety of ways. The following section represents a likely interpretation of the text but examiners must evaluate other responses on their merits. It is important to be alert to unusual responses which are well explained and substantiated by effective use of textual evidence.

Candidates should write about:

**the adults, who are to be taken away, and their reactions**

They write final letters in ways that indicate strong, if differing feelings	<i>Some wrote with sobbing passion...some with punctilious care</i>
Body language suggests stress	<i>..slumped against the walls...</i>
They can't rest or sleep	<i>..wakeful and talking...</i>
They refuse drinks to delay departure	<i>Many...refused to drink because they knew it meant...departure</i>

### how André behaves and thinks

Seems initially unfazed by what is happening	<i>Andre was lying on the straw...uncaring...</i>
Seems also to be sleeping; protecting his brother	<i>Jacob's limbs were intertwined with his...the children were at their deepest moments of peace...</i>
Doesn't scream like the other children	<i>Andre heard his name and moved with Jacob to the bus</i>
Disturbed by the woman's look	<i>Why did she stare as though she hated them?</i>
Realises that this is a final farewell	<i>She was looking to remember, for ever.</i>
Holds tightly onto Jacob	<i>He held on hard to Jacob as they mounted the...bus</i>

### the other characters in the passage

The orderly's actions and advice suggest this is a final farewell	<i>...came with postcards on which to write a final message...he advised them to leave them ...or throw them from the train</i>
Individual acts of kindness	<i>A woman came with a sandwich for each child...and a pail of water...</i>
Gendarmes carry out their orders without protest; have to fetch the panic stricken children....but act as if it were just part of a mundane job	<i>..another policeman was calling out in alphabetical order...Some of the children...had to be helped on by the gendarmes... the gendarme needed time to work the wooden crib over the passenger rail...</i>
Driver also acts as though it were all part of his normal work	<i>The driver engaged gear and bumped out through the entrance...</i>
Other adults behave in a more feeling way thus reflecting the enormity of what is happening	<i>..a shower of food was thrown towards them by women who were wailing and calling out their names...</i>
One woman's face in particular shows a frightening intensity	<i>...the eyes were fixed with a terrible ferocity on the child...</i>

### the use of language, including special or vivid details

Words and phrases suggesting strong feelings	<i>Sobbing passion Women wailing Terrible ferocity</i>
Words that suggest the vulnerability and humanity of the children deportees	<i>The soft bloom of his cheek...intertwined with his for warmth...too small to manage the step...</i>
Mundane details make it more realistic...and more poignant	<i>..sardine cans (for water)...Five white-and -green municipal buses... each bus carried the number of a wagon on the east bound train...</i>
Use of contrast	<i>Soft bloom/dung</i>
Words that suggest sound or movement add drama	<i>The homely thudding of a Parisian bus... the bus roared. and bumped slowly through the entrance</i>
Individual words and phrases carry huge weight	<i>..a quickening of muscle and nerve... (the buses ...now stood trembling.</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 builds up feelings of fear and uncertainty.
2	basic understanding of the text unclear and undeveloped points little awareness of how the writer builds up feelings of fear and uncertainty.
3-4	some understanding of the text some relevant points but little development limited awareness of how the writer builds up feelings of fear and uncertainty.
5-6	Fair but not fully-developed understanding of the text valid points with some development some understanding of how the writer builds up feelings of fear and uncertainty.
7-8	generally sound and sustained grasp of text several clear points with generally appropriate examples/references fair understanding of how the writer builds up feelings of fear and uncertainty.
9-10	sound and sustained grasp of text range of relevant points with sound examples/references clear understanding of how the writer builds up feelings of fear and uncertainty.
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 builds up feelings of fear and uncertainty.
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 builds up feelings of fear and uncertainty.
15	astute and penetrating analysis of the text cogent and original exploration of ideas and evidence sophisticated and individualistic interpretation of how the writer builds up feelings of fear and uncertainty.

## Question 2: Writing

2(a) *You have been asked to speak to younger students at your school or college, giving advice on how to cope with examinations.*

*Write the text for the talk you would give. Your talk should refer to topics such as how to revise, examination techniques, fitting in social and family duties, and any other points you think are relevant*

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

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 advice and the effectiveness with which this is presented in the form of a talk.

- The chosen style or register should reflect the specified student audience, though the candidate's interpretations of what is appropriate may vary.
- The context implies a degree of formality, but some use of more straightforward or colloquial expression for particular impact on younger listeners would be appropriate. However, a "talk" would be more informally delivered than a speech. A text which simply reads like an essay would be less effective. Conversely a talk which relies heavily on street language would also be limited.
- The structure should also show an awareness of a listening audience.
- The way 'student' is interpreted will depend on the candidate's perspective. Remember that some candidates may be mature students, so the content could refer to IGCSE or Further Education courses.
- The tone should also be sensitive to the audience. Over use of the imperative, for instance, would be inappropriate. A friendly but frank approach is likely to be the most successful.

- Typical content might include advice about preparing for examinations in terms of revision techniques, or on coping with nerves; comments on coursework might involve the importance of meeting deadlines or on useful sources of help; other interests could include paid work and social activities, and the advice focused on balancing the various conflicting demands on time. 'Other topics' are likely to be student or centre specific - accept anything which has relevance to coping with examinations.
- Advice could incorporate negative points as well as positives - 'don'ts' as well as 'do'

Weaker answers are likely to be straightforward and give brief points of advice in an uncertain structure and an over colloquial style. More successful answers will make a good range of aptly chosen points of advice, with effective explanation, in a cohesive talk which shows an appropriate sense of audience. Advice will be carefully tailored to an audience of younger students.

**NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.**

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

2(b) *In some countries it is against the law for adults, including parents and teachers, to punish children by hitting or smacking them.*

*Argue either in favour or against adults being allowed to hit or smack children.*

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

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, or against the given statement is a key discriminator.

- 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.
- 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.
- Candidate should use examples and evidence to support their ideas.
- Typical arguments in favour of corporal punishment, might include points such as: the need for strict punishments to control threatening or disruptive behaviour in children; some children only respond to draconian punishment; the ineffectiveness of other forms of punishment; smacking need not be cruel; children need sometimes to be taught quickly - perhaps for their own safety - that some kinds of behaviour are unacceptable and perhaps dangerous; punishment should match the offence; "spare the rod and spoil the child"; religious principles and rules; and so on.
- Typical arguments against corporal punishment, might include points such as: the possibility of serious injury, physical and psychological; violent punishment teaches children to use violence themselves to solve problems; it is morally wrong to inflict pain on other people; physical punishment is a form of abuse; other methods of punishment can have more long term effectiveness; corporal punishment is barbaric and crude and inappropriate in a modern society; religious principles and rules.
- Candidates may make valid distinctions between smacking and hitting, and between the 'right' of parents to use corporal punishment (perhaps arguing

that this is acceptable within a loving family) and that of teachers.

- Examiners may need to be particularly open minded in accepting viewpoints they do not agree with.

**Weak answers** are likely to be assertive and brief, expressive of personal opinion rather than argued, with little or unconvincing use of supportive evidence; **more successful answers** are likely to develop a wide ranging and well evidenced argument, which conveys the candidate's ideas and viewpoint effectively and convincingly.

**NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.**

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

2c *Write about an occasion when you felt afraid or alone, exploring your thoughts and feelings at the time and showing what you learnt from the experience.*

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

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.

- The question anticipates an answer that will have narrative (or descriptive) and analytical elements. A key factor in awarding marks may well be the candidate's ability to integrate both these aspects.
- The account of the event, scene or occasion, the exploration of thoughts and feelings and the evaluation of what was learnt could be presented separately and in different ways. Language could be used imaginatively and expressively, when describing the incident or occasion. A more objective style of writing will probably be necessary for exploration and evaluation. On the other hand it is possible to present an imaginative account which incorporates all these elements, but such subtlety of approach would involve sophisticated usage of syntax and vocabulary.
- The same is true of structure. a looser, more expressive style might be used for the account, whilst complex sentences and precise expression might be a feature of the more analytical part of the answer. The consistency with which the candidate sustains the chosen style will be important.
- The veracity or validity of the occasion should not really be questioned. Accept the interpretation of feeling afraid or lonely on the candidate's terms.
- Reward unusual but effective approaches, for instance those using wit and humour.

Weak answers will be brief, loosely structured and more heavily weighted towards the account of the occasion, whereas more successful answers will convey the experience vividly, and provide a thorough exploration of thoughts and feelings and a clear evaluation of what was learnt.

**NOW REFER TO THE ASSESSMENT OBJECTIVE GRIDS.**

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

Writing Mark Scheme: Paper 3, Question 2

	Band/ Range	Descriptor
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 1</b> 0 - 3	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	<b>Band 2</b> 4 - 6	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	<b>Band 3</b> 7 - 9	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><b>Band 4</b> 10 - 12</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 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><b>Band 5</b> 13 -15</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>