

Mark Scheme (Results)

Summer 2007

IGCSE

IGCSE English Language (4355/1F)

4355/1F English Language: Written Paper

Section A: Reading

- 1 *What does the writer do with his boot, just before the seal attacks him?* 1 mark

Either of these answers is acceptable for the mark:

- he poked the ice, or the crack in the ice

- 2 *Look again at lines 15 to 29. What actions does the writer take to stop the seal pulling him into the water?* 2 marks

Any two from:

- pushed with his left boot on the opposite edge of the crack in the ice
- tried to grip the ice behind him
- strained against the seal's weight

- 3 *Look again at lines 32 - 56. Give three actions that Steve and Tim take to help the writer.* 3 marks

- Steve kicks the seal, repeatedly
- they reassure him that the seal is backing off
- they warn him to get away from the edge
- they grab the writer and try to drag him away
- Tim tugs at his shoulders and pulls him back
- they pull him a safe distance across the ice

- 4 *How do we know that the writer is frightened? Give three examples from the passage which show this.* 3 marks

Credit all reasonable text based responses such as:

- he is hysterical
- he screams repeatedly
- the writer's use of exclamation marks
- he compares himself to a mouse being attacked by a cat
- "he must have seen the fear in my own eyes"
- "the fear in my throat threatening to choke me"

- 5 *Look again at lines 46 to 60. In your own words explain what went through the writer's mind during and after the second attack by the seal.* 5 marks

Examiners must reward all valid points that address the question and show a clear grasp of the writer's technique rather than have a set agenda of items that they are looking for.

DURING

- He describes the seal as a monster
- A sense of fear - he chokes
- He imagines himself below the ice
- He imagines himself dead and carried away by the seal
- His thoughts are gloomy, as is the lack of light in the watery depths
- He describes his own thoughts as "crazy" and "mad[ly]"

AFTER

- He was momentarily confused about whether the blood was on his clothing was his or the seal's
- He is thankful/relieved that his leg is not broken
- NB - He **does not** make reference to the second attack as fate, or express the thoughts "not again!"

- 6 *How does the writer make the passage exciting for the reader, during both attacks by the seal? You should comment on the writer's use of language. You may include **brief** quotations from the passage to support your answer.*

6 marks

The earlier bullet points deal with *creating* excitement and later ones with *maintaining*. It is not necessary for candidates to balance their answer between these two features. Examiners should reward all valid responses to the text working on the principle of best fit and should credit some of the following key points.

- The idea of being silently pursued by an unknown attacker is introduced in the very first sentence
- The situation is perfectly routine, this exaggerates the sense of shock when he is attacked
- Use of emotive language to describe the first attack - "exploded", "crashed up"
- The size and power of the seal is emphasised - "fully grown", "powerful jaws"
- Use of simile - "vice-like grip"
- The potentially fatal outcome of the attack is expressed through emotive language - "a watery grave"
- The writer experiences time going slowly, delaying the arrival of help - "an age"
- Use of simple repetition for effect - "'help, help", "hurry, hurry", "Kick it, kick it"
- The seal is personified as evil, rather than simply an animal hunting for food
- The dangerousness of the fact that it is a leopard seal is doubly emphasised by Steve who speaks "breathlessly", almost with a sense of awe or shock
- Tim's breathlessness is balanced by Tim's voice which is "verging on panic" - this increases the level of excitement by what it suggests about the situation
- The explicit brutality and violence of the attack on the seal indicates how they have to fight for the writer's life
- The seal is described as "stubborn", suggesting even at this stage that it will

not give up

- The tension of the attack is released through the use of a single complex sentence paragraph
- The extent of the effect on the writer is to leave him bewildered and so vulnerable to further attack, thus raising tension
- The use of ellipsis and lyrical sentences slow the pace down and so build up suspense before the final release.

- Section B: Reading and Writing

Remind yourself of the passage, Chinese Cinderella, from the London Examinations Anthology, and the answer questions 7 and 8.

7 How does the writer present her relationship with her father in this passage?

In your answer you should write about:

- *her thoughts and feelings before she meets him*
- *how he treats her and how she reacts to him*
- *the language that the writer uses.*

You may include brief quotations from the passage to support your answer **10 marks**

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.

Candidates may refer to some of the following points:

Her thoughts and feelings before she meets him

- Her first reaction to hearing her father wants to see her is to be "overwhelmed"
- 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
- She knocks "timidly".

How he treats her and how she reacts to her him

- He is commanding - as indicated by the repetition and use of exclamation in "Sit down!"
- He is reassuring - "Don't look so scared."
- The family, and her father, are proud of her
- Incongruously the father is in bathrobe and slippers, suggesting perhaps that her perceptions and the reality are not one and the same
- Her suspicion at her father's kindness is indicative of a lack of warmth and trust between them
- 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"
- Her timidity is emphasised by the fact that to ask him is considered bold
- 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.

Use of Language

- Slips into the present tense to emphasise her timidity and the strength of her worry
- Use of rhetorical questions
- Contrast between the relaxed appearance and manner of speech of the father
- Use of repetition indicates impatience or vigour
- Use of punctuation and short sentences to develop the readers understanding of character
- Line 51 - triple rhetorical question; all written in the present tense, all emphasising the writer's confusion and disbelief
- Writer is deferential to her father and dismissive of her own talents as a mark of respect - lines 63 - 65, and to emphasise her own timidity
- Use of cliché indicates, perhaps unwittingly the youthful inexperience of the writer, "reach for the stars", "now or never"
- Use of numbers rather than names suggest a distant approach towards his children, "Third Brother"
- Old fashioned gender prejudice of father
- Ends in the present tense.

Mark Range	Descriptor
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: Writing

- 8 *Imagine that you have been given the opportunity to live out one of your dreams or ambitions. Describe what you would do and how you would feel.* 10 marks

The audience for this piece is not stated nor is the genre of text required. Examiners should use the grid below to award marks for this writing activity.

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:

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.

Examiners should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.

The 'best fit' approach

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.

Writing skills	Mark Range	Descriptor
<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>Spelling Punctuation Grammar</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 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 9 -10</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>

Section C: Writing

- 9 A website has asked young people from around the world to write about a day in their lives.

Write your entry entitled, "A Day in My Life!" making clear what might be of interest to readers throughout the world.

20 marks

You may choose to write about:

- *how you spend your time*
- *the people that you come into contact with*
- *what you like and dislike about your daily life.*

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.

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.

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:

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.

Examiners should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.

The 'best fit' approach

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.

Writing skills	Mark Range	Descriptor
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p>Band 1 0 - 4</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 5 - 8</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 9 - 12</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.</p> <p>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>Spelling Punctuation Grammar</p>	<p>Band 4 13 - 16</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>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>