

# Mark Scheme (Results)

## Summer 2007

IGCSE

IGCSE English Language (4355/2H)

# 4355/2H English Language: Written Paper

## Section A

1 *What facilities does the writer wish were available at the North Pole?*

1 mark

Both of these answers are needed for the mark (no half marks):

- a hut
- a coffee machine

2 *Describe in your own words the character of Russ, the pilot?*

3 marks

Examiners should reward all valid responses to the passage up to three marks. Candidates must reward characteristics rather than copying out phrases, however expressed, such as:

- Russ is "a self-contained man" who clearly keeps himself private
- He is skilful - "technology cannot help him now", despite bouncing, swerving and sliding Russ manages to control the landing of the plane
- He recognises danger, or he appreciates the dangerous conditions they are flying in - he frowns
- He is careful - he takes three attempts before he is happy that it is safe to land
- He does not take unnecessary risks - he will not switch off the engine whilst at the Pole
- He is a contradictory character - at once polite and impatient
- He is not fussy or flamboyant - he takes off "unceremoniously".

*Give two examples of the writer's use of humour in a serious situation. Explain why a reader might find each of these amusing.*

4 marks

Examiners must reward all valid responses and may select from the following or others

- irreverent humour in paragraph 1 - highlighting the absurdity of his situation, "Somewhere a long way away people are doing sensible things..." then compares his unique situation with those that are usually considered mundane and dull
- irreverent humour in wishing that an area famous for being inhospitable and untouched by man had a hut and a coffee machine
- bathos - the highest point in the vicinity being a mere three and a half feet high
- flippant or facetious humour - "I make a mental note never to complain about a landing again."

4. *How does the writer create a sense of danger and remoteness?*

12 marks

*In your answer you should write about how the writer uses words, phrases and techniques to:*

- *describe the events in the passage*
- *share with the reader his thoughts and feelings*

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

Examiners should refer to the following bullet points and then to the table to reach an overall judgement.

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.

Candidates may refer to some of the following points:

- The passage is written in the present tense to give immediacy and encourage us to imagine and identify with the writer
- The passage begins 17 miles away from the destination, and builds up to the landing, continuously emphasising time spent and distance covered
- To emphasise how unusual and bizarre his circumstances are he compares them to a number of comfortable and commonplace events
- Worry about the dwindling fuel supply is introduced by personifying the engine as "eating away" at the fuel
- There isn't an actual landing strip, the pilot will have to "fashion" one
- Use of hard statistics to emphasise the impact of the landing on a fragile ice cap which is "cracked and drifting", atop a massively deep sea
- The ice cap itself is personified as being unwilling to offer "comfortable reassurance" or "reward", presented as aloof at best if not actually hostile
- The poor condition of the ice for landing is repeated, "cracked and drifting", "cracked and fissured", "not in good shape"
- We share the writer's worry as we realise that his life is in the hands of a complete stranger
- Russ's body language builds tension, as do other expressions such as, "he clearly doesn't like what he sees"
- Use of short, simple sentence and shortest paragraph to build tension.
- The aborted landings build up expectation and a sense of anxiety
- The need for Dan to refuel in mid flight emphasises the writer's worry about running out of fuel and being stranded, which becomes more of a reality in the last paragraph of the passage
- The writer speculates about the pole being in a pool, rather than suitably frozen and solid
- The contrast of sentence length in the paragraph where the plane lands, and the use of commas emphasises the uncomfortable and

uncertain landing itself

- The writer's reluctance is clear as his thoughts are on home at the very moment that he steps out onto the ice at the North Pole
- The danger of the situation is emphasised by the pilot's refusal to turn off the engines, despite the fact that we know they are short of fuel
- Few people have ever been to the North Pole, yet the whole event lacks ceremony or a sense of importance - it is compared to "a bus stop" - these characteristics are subsumed by the overwhelming fear and melancholy that the event evokes
- The final paragraph immediately undercuts any relief that may have been felt by being airborne once again
- The remoteness is emphasised by the fact that they are uncontactable - "beyond radio range"
- The writer comes across as a reluctant, humorous, everyman figure who is ill equipped for polar exploration and would much rather find that the North Pole has a coffee machine, or would much rather be doing "sensible" things.

Mark	Descriptor
	<b>The Candidate</b>
0	<ul style="list-style-type: none"> <li>• makes no response or a response that does not refer to the question or seem to be response to the text</li> </ul>
1-2	<ul style="list-style-type: none"> <li>• is able to make a small number of simple points that may focus on only one of the two bullet points</li> <li>• may recount aspects of the text rather than addressing technique</li> <li>• shows a limited grasp of ideas</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• shows some understanding of the writer's technique, though there may still be some uncertainty about some aspects of the passage</li> <li>• shows an understanding of some of the main features of the passage, but it is not sustained</li> <li>• may demonstrate some selection of text</li> <li>• makes simple comments on aspects of language and technique</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• begins to show greater familiarity with a wider range of techniques in the passage</li> <li>• may be able to select some more relevant sections of text, but not consistently</li> <li>• is able to make clearer comments about the writer's technique</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• shows a sound understanding of the writer's techniques</li> <li>• is likely to select suitable aspects of the text</li> <li>• begins to be able to show how meaning and effect are being created</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• makes perceptive points about the writer's techniques</li> <li>• may use textual references with some discrimination to substantiate points made</li> <li>• shows sound analysis and interpretation of the writer's use of language in points that are clearly organised and developed</li> </ul>
11-12	<ul style="list-style-type: none"> <li>• demonstrates skills of analysis and interpretation in evaluating the writer's techniques</li> <li>• is likely to use textual references which are apt and carefully chosen to support the points made</li> </ul>

## Section B: 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

*Remind yourself of the passage, **Touching the Void** from the London Examinations Anthology, and then answer questions 5 and 6.*

5 *Simon feels powerful emotions and yet reaches calm, logical conclusions.*

*How does the writer present both these aspects of his experience?*

*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. Marginal comments and a brief final comment should be made to indicate where credit has been awarded.

Candidates may refer to some of the following points:

- by Joe - the use of simple sentences to indicate an apparent objective clarity of thought that belies the enormity of the statements made, "Simon would be ripped off the mountain. He couldn't hold me." This prepares us for Simon's character
- Simon explicitly states that his "immediate thought came without any emotion"
- Joe recognises his situation, but Simon is more able to articulate
- Simon uses a form of triple repetition to emphasise his understanding of the situation - "You've had it ...You're dead ...No two ways about it"
- Despite the fact that Joe's expression is designed to evoke an emotive response, "Pathetic", Simon responds without emotion
- Use of slang that oddly juxtaposes the informal and friendly with the cold calculation that indicates Joe's impending death, "You've had it, matey."
- Use of the word "dispassionately"
- The cold, hard logic of Joe would die, Simon would survive
- Simon wishes that Joe would fall to his death is presented as wishing the best for him in the circumstances
- The passage finishes with a series of short, simple sentences of dispassionate logic, "I could get down. If I tried to get him down I might die with him etc"

Mark Range	Descriptor
	<b>The Candidate</b>
0	<ul style="list-style-type: none"> <li>• makes no response or a response that does not refer to the question or seem to be responsive to the text</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• is able to make a small number of simple points that may focus on only one of the two bullet points</li> <li>• may recount aspects of the text rather than addressing technique</li> <li>• shows a limited grasp of ideas</li> </ul>
3 - 4	<ul style="list-style-type: none"> <li>• shows some understanding of the writer's technique, though there may still be some uncertainty about some aspects of the passage</li> <li>• shows an understanding of some of the main features of the passage, but it is not sustained</li> <li>• may demonstrate some selection of text</li> <li>• makes simple comments on aspects of language and technique</li> </ul>
5 - 6	<ul style="list-style-type: none"> <li>• begins to show greater familiarity with a wider range of techniques in the passage</li> <li>• may be able to select some more relevant sections of text, but not consistently</li> <li>• is able to make clearer comments about the writer's technique</li> </ul>
7 - 8	<ul style="list-style-type: none"> <li>• shows a sound understanding of the writer's techniques</li> <li>• is likely to select suitable aspects of the text</li> <li>• begins to be able to show how meaning and effect are being created</li> </ul>
9 - 10	<ul style="list-style-type: none"> <li>• makes perceptive points about the writer's techniques showing an ability to use analysis and interpretation</li> <li>• is likely to use textual references with some discrimination to substantiate points made</li> <li>• shows sound analysis and interpretation of the writer's use of language in points that are clearly organised and developed</li> </ul>

## Section B: Reading and Writing

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. *Imagine that you have witnessed an accident or an exciting rescue.*

10 Marks

*Write a report for your local newspaper describing what you saw.*

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.

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

Markers 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	Band/ Range	Descriptor
		<b>The Candidate</b>
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 1</b> 0 - 2	<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>
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 2</b> 3 - 4	<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>

Effectiveness of communication	<b>Band 3</b> 5 - 6	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		Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.
Spelling Punctuation Grammar		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	<b>Band 4</b> 7 - 8	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	<b>Band 5</b> 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.

## 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. *Write about a place that that evokes strong feelings in you, describing it in such a way that others can picture the place and understand your feelings about it.*

20 marks

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.

Markers 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	Band/ Range	Descriptor
		<b>The Candidate</b>
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 1</b> 0 - 4	<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>
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 2</b> 5 - 8	<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>

Effectiveness of communication	<b>Band 3</b> 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		Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.
Spelling Punctuation Grammar		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	<b>Band 4</b> 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		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	<b>Band 5</b> 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.

