

# [I love you](https://assignbuster.com/i-love-you/)

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4 IGCSE English Language Paper 1 Mark Schemes will writing service huddersfield Section AMain Assessment Objective:??? read with insightSupporting Assessment Objectives:??? develop and sustain interpretations of texts??? select material appropriate to purpose??? understand and evaluate how writers use linguistic and structural devices toachieve their effects1 no half marks, accept any of:??? he tells us ??? All my life I was crazy about cars?????? he had a (a stack of) car magazines (both words needed)??? he got his driving license within days of turning 162 Examiners should reward all valid responses to the passage up to two marks:??? I could no longer see at night??? I could no longer make out faces clearly from more than a few feet away??? Traffic signals had started vanishing and reappearing??? Street signs were unreadable??? Cars loomed up at me out of nowhere??? Pedestrians materialized in the middle of empty crossings.

3 This question asks candidates to explain rather than select simply select text for an answer. Examiners must reward all valid responses and may select from the following or others??? He is passionate about driving and describes it in a variety of ways – ??? the highway of dreams?????? He cannot imagine life without driving – ??? Driving wasnt everything, just life?????? It provides with ??? Liberty??? in the broadest sense of the word??? It makes him happy – ??? the pursuit of happiness?????? Driving is linked with his self perception of his own youthfulness and vigour – ??? the promise that I would never, ever grow old???, ??? the promise that I would not fade away?????? Practical need to drive to work4 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 writers 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 writers techniqueCandidates may refer to some of the following points:??? The passage begins in the past tense and ends in the present, suggesting the loss of his happy past and the dominance of his sad present??? The deliberate contrast between his passionate reminiscences about car ownership and the absolute flatness of the aftermath of the accident??? The second paragraph ending, ??? A little long??? is used as a narrative hook to entice the reader to stay with the passage and to hint at tragic things to come??? To emphasise how unusual and bizarre his circumstances are he compares them to a number of comfortable and commonplace events??? The manner in which the pace slows to achieve a slow motion effect to emphasise the actions of the accident??? Use of repetition as the crash is repeated at the end of the passage as a nightmarish flashback, that presumable recurs??? The presentation of the writer as an everyman figure, a boy who dreams of owning an impressive, fast car??? The irony that the accident is caused, not by a powerful muscle car, but by a 10 year old car doing no more than 10 mph??? The indifference of the police officer, arriving an hour later, is at odds with the enormity of the impact upon the writer??? The self-recrimination of the final sentence ??“ ??? Some of us only learn things the hard way.??? Language features??? The use of short sentences for dramatic effect, ??? I was terrified?????? The use of single sentence statements that are emphatic and unambiguous ??“ ??? Pride??? ??? Suddenly?????? Use of rhetorical questions to suggest reasonableness of his position??? The manner in which the language echoes the dreamlike state of the nightmare as the writer fails to even write in sentences.??? The tripartite sentence that describes how he feels immediately after the accident is powerful, ??? I felt so shaken, so ashamed ??¦??? Total for Section A: 20 MarksSection B, part 1Main Assessment Objective:??? read with insightSupporting Assessment Objectives:??? develop and sustain interpretations of texts??? select material appropriate to purpose??? understand and evaluate how writers use linguistic and structural devices toachieve their effects5 Examiners should refer to the following bullet points and then to the table to come to an overall judgement. Examiners must reward all valid points that show an engagement with the text and an insight into the writer??™s technique. More developed responses will deal more or less equally with both aspects of the question; less developed responses may deal wholly orlargely with only one part. Candidates may refer to some of the following points: Her fears??? Her fears begin with the disorientation of being summoned, from a mundane activity.

She is full of foreboding??? Use of emotive language ??“ on the drive home her heart is full of dread. She wonders what she has done wrong.??? Her disorientation is increased by her unfamiliarity with her new home??? Her first reaction to hearing her father wants to see her is to be ??? overwhelmed???. This is closely followed by a series of rhetorical questions used to depict herfears and uncertainty??? Slips into the present tense to emphasise the immediacy and strength of her fears and worry and her timidity??? She knocks ??? timidly?????? She refers to her father??™s rooms as ??? The holy of holies??? suggesting somewhere at once uniquely special, a place to be revered, an inner sanctum to which few if any are admitted??? Line 51 ??“ triple rhetorical question; all written in the present tense, all emphasising the writer??™s confusion and disbelief??? Her suspicion at her father??™s kindness is indicative of a lack of warmth and trust between them??? Incongruously the father is in bathrobe and slippers, suggesting perhaps that her perceptions and the reality are not one and the same??? The use of two strong simple statements in line 82 in response to her father??™s, probably rhetorical question??? He is commanding ??“ as indicated by the repetition and use of exclamation in ??? Sit down!??? Her joy??? He is reassuring ??“ ??? Don??™t look so scared.?????? The family, and her father, are proud of her??? Clearly she is desperate to please her father and her reaction to his pleasure is overwhelming ??“ ??? My whole being vibrated with all the joy in the world?????? Use of cliche indicates, perhaps unwittingly, the youthful inexperience of the writer, ??? reach for the stars???, ??? now or never?????? Her timidity is emphasised by the fact that to ask him at all is considered bold??? She quotes Wordsworth to indicate the strength of her joy – Bliss was it in that dawn to be alive??? Despite being refused the opportunity and being told what her future career will be she is very grateful, further emphasising her distant relationship with her father in which she is desperate to please but also scared and wary of him.??? She says coming to England is like entering heaven and asks ??? Does it really matter what you do after you go to heaven??? Section B, part 2Range of writing: explore, imagine, entertain; argue, persuade, advise; inform, explain, describeMain Assessment Objective:??? communicate clearly for a particular purposeSupporting Assessment Objectives:??? organise ideas into sentences and paragraphs??? use a range of sentence structures effectively, with accurate punctuation andspelling.

Section C WritingWriting to inform, explain, describeOpen answer. Students are assessed on content, accuracy and organizationPaper 2Section 1 – ReadingMain Assessment Objective:??? read with insightSupporting Assessment Objectives:??? develop and sustain interpretations of texts??? select material appropriate to purpose??? understand and evaluate how writers use linguistic and structural devices toachieve their effects1. A relevant answer will focus on:??? evaluating how the writer makes the character of Madame Loisel interesting for the reader??? using textual evidence to substantiate the points made??? the writer??™s presentation and use of techniques, including use of language. the way she is presented up to the loss of the necklace (lines 1 to 151)very attractive??¦ pretty, charming young??¦. beauty, sweetness and charm??¦quick wits, instinctive elegance??¦ but socially disadvantaged She??¦ had the ill fortune to be born into a wage-earning familyhas married below her pretensions she let herself drift into marriage with a junior clerkis very unhappy She was in a perpetual state of dissatisfaction??¦ For days on end shewould cry and cry, shedding tears of misery, regret, despair, and anguish.

. unable to accept her lot These things, which another woman with a background similar to her own might not have even noticed, she found unendurable and degradinglives in what she considers to be poverty squalid wallpapers, its shabby chairs, itshideous curtains and upholstery, were a constant source of torment to her??¦no evening dresses, no jewels, nothing. has dreams and aspirations above her statusShe dwelt in imagination on vast salons adorned with antique silksvain ??¦looked at her reflection in a kind of ecstasy. pleasure seeking; self centred Pleasure had gone to her head like wine. She had no thought for anything but the triumph of her beauty, the splendour ofher successher relationship with her husband up to this timedid not marry for love she let herself drift into marriageill matched; neither is happy An angry look came into her eyes as she impatiently replied??¦He was miserableshe has little respect for him her cheeseparing clerk of a husband. she is manipulative She thought for a while, totting up figures in her head, and wondering how much she could ask for without meeting with an immediate refusalHe is accommodating and defers to her in everythingHis face went slightly pale, for he had been keeping in reserve precisely that sum with the object of buying a gun??¦Nevertheless, he said: ??? Right, you shall have your four hundred francs.

??™her husband is totally ignored at the ball Ever since midnight her husband had been fast asleep in a small, deserted salonthe changes after the loss of the necklacedefers to her husband She wrote to his dictationshe loses her looks Madame Loisel now looked like an old womanpride; she doesn??™t want to lose face What would she have thought if she had noticed the substitution Might she not have taken her for a thiefdetermined to settle her debts The terrible debt had go to be settled, and settle it she would. resigns herself poverty and drudgery She undertook all the heavy work of the householdloses all interest in her appearance Dressed like a woman of the people, still has her dreams But sometimes, when her husband was at the office, she would sit down at the window and dream of the long-distant evening when she had been the Belle of the Ball. the use of languageheightened language to indicate her social aspirationsantique silks, on elegant tables littered with priceless knick-knacks, on perfumed boudoirsdirect straightforward language use to convey her life after the change to emphasise the contrast strong, hard, and coarse.

Her hair was all anyhow, her skirt awry, her handsred. She spoke in a loud voice, and splashed water all over the place when she scrubbed the floors. dialogue to intensify drama ??? Do you mean that you brought a diamond necklace to replace mine??™ ??? Yes. You didn??™t notice any difference, did you They were exactly alike.??™??? Oh you poor, poor thing! Mine was imitation and worth, at most, five hundred francs!??¦??™superlatives use to convey the excitement of the ball Madame Loisel was a tremendoussuccess. She was the prettiest woman there??¦ the triumph of her beauty, the splendour of her success…use of exclamation and rhetorical questions at key momentsHow strange life is, how changeable! What small things make the difference between safety and disaster! cynical edge to words; irony She moved in a happy mist made up of homage, admiration, and that sense of undisputed victory which is so dear to the female heart. 2. WritingWriting to explore, imagine, entertain or argue, persuade, adviseOpen answer and students will be assessed on content, accuracy and organization.