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**ASSIGN
BUSTER**

F.

4 IGCSE English Language Paper 1 Mark Schemes will writing service
 huddersfield 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 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 16 2
 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 wasn't 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 work 4 Examiners should refer to the

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 to achieve 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 or largely 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 her fears 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 cliché 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 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.

Section C Writing

Writing to inform, explain, describe

Open answer. Students are assessed on content, accuracy and organization

Paper 2 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. 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 family

has married below her pretensions

she let herself drift into marriage with a junior clerk

is very unhappy

She was in a perpetual state of dissatisfaction??!

For days on end she would 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 degrading lives in what she considers to be poverty squalid wallpapers, its shabby chairs, its hideous curtains and upholstery, were a constant source of torment to her; no evening dresses, no jewels, nothing. She has dreams and aspirations above her status. She dwelt in imagination on vast salons adorned with antique silks. She 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 of her success. Her relationship with her husband up to this time did not marry for love she let herself drift into marriage. It ill matched; neither is happy. An angry look came into her eyes as she impatiently replied. He was miserable. She has little respect for him. Her cheating 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 refusal. He is accommodating and defers to her in everything. His 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 salon. The changes after the loss of the necklace defers to her husband. She wrote to his dictation. She loses her looks. Madame Loisel now looked like an old woman. Pride; 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 thief. Determined to settle her debts. The terrible debt had to go to be settled, and settle it she would. Resigns herself poverty and drudgery. She undertook all the heavy

work of the household loses all interest in her appearance. Dressed like a woman of the people, she 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 heightened language to indicate her social aspirations: antique silks, on elegant tables littered with priceless knick-knacks, on perfumed boudoirs. Direct straightforward language used to convey her life after the change to emphasise the contrast: strong, hard, and coarse.

Her hair was all anyhow, her skirt awry, her hands red. 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 used to convey the excitement of the ball: Madame Loisel was a tremendous success. She was the prettiest woman there; the triumph of her beauty, the splendour of her success... use of exclamation and rhetorical questions at key moments: How 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. Writing to explore, imagine, entertain or argue, persuade, advise. Open answer and students will be assessed on content, accuracy and organization.