

## **IGCSE LANGUAGE PAPER TWO - TIPS FROM THE EXAMINERS:**

### **Question one – directed writing:**

Good candidates did the following:

- read the passage for relevant, varied **ideas**
- **developed** those ideas with appropriate thinking of their own
- supported what they wrote with **detail** from the text.
  
- It was the detail that turned out to be the discriminator. Many answers were relevant but creatively vague. It was the intelligent selection of detail that tied the letter into the passage. Not all candidates selected, but tried to write many details down in no particular order and without development. The worst of these even copied whole phrases from the original. These answers were given without judgement, and they rarely provided evidence of real understanding. They scored few marks.
  
- One of the reasons for setting passages of this length is to test whether candidates can concentrate their reading from beginning to end. Examiners noted that many answers scored well on material at the beginning of the passage, but failed to include ideas and details from the latter part.
  
- In this task, there are no specific marks for spelling, punctuation and grammar. Examiners are looking for a good, balanced structure and a good sense of audience.
  
- Other candidates were creative in the wrong sense. They should make sure that points made are developed from the detail of the passage, and not simply invented.

### **Question two – analysis of language:**

- By ‘effects’, the question meant the results of using language in terms of the reader’s understanding and emotional reactions. Candidates had to think through what words might suggest, and what associations they had.
  
- Credit was also given for understanding of the writer’s intention.
  
- Candidates who selected words from the passage that were capable of communicating an effect were awarded up to four marks out of ten.
  
- If, in addition, they gave the meaning of the words either exactly or in descriptive terms, they were given two more marks up to a maximum of six. This included candidates who identified devices such as metaphor but who did not go on to give the effect of using the devices.

- Marks from seven to ten were given to candidates who explored the effects on the reader of the words that were used.
- **A good recipe for each stage of the answer was to make a general statement, provide a supporting word or phrase from the passage, and demonstrate the effect that it makes.**

**Question three – the summary:**

Candidates should:

- Draw on both passages – candidates who did not have the staying power to read Passage B often ended up losing points.
- Be concise: decide what to leave out.
- Group points that are related – do not rely on going through the passage from beginning to end.

Less good candidates:

- Wrote at too great a length. Candidates were required to write one side IN TOTAL.
- Wrote long introductions and end-pieces of a general and semi-relevant nature
- Commented rather than summarised (this was meant to be informative writing)
- Provided extended explanations to individual points
- Lost focus and inserted writing that did not refer to the passage
- Gave quotations or copied phrases and sentences from the original.

All of these faults were reflected in low marks out of five for aspects of writing.

Other reasons why candidates lost marks:

- if the ‘summary’ was excessively long AND was ALSO mostly or completely copied from the passages. .