UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper

for the guidance of teachers

0500 FIRST LANGUAGE ENGLISH

0500/32 Paper 3 (Directed Writing and Composition), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Note: All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Section 1: Directed writing

Question 1

This question tests Writing Objectives W1–W5 (15 marks):
- articulate experience and express what is thought, felt and imagined
- order and present facts, ideas and opinions
- understand and use a range of appropriate vocabulary
- use language and register appropriate to audience and context
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

AND aspects of Reading Objectives R1–R3 (10 marks):
- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes.

Read the following transcript of a radio broadcast in which Mr Sandip Patel, who campaigns against the use of cell phones, gives his views on the topic.

Write a letter to Mr Patel in which you comment on his views on the use of cell phones.

In your letter you should:
- **examine the points Mr Patel makes;**
- **examine the ideas raised by the interviewer;**
- **give your own view and develop your arguments.**

Begin your letter, 'Dear Mr Patel…'.

Base your letter on the ideas found in the transcript and be careful to use your own words.

You should write between 1½ and 2 sides, allowing for the size of your handwriting.

Up to ten marks are available for the content of your answer and up to fifteen marks for the quality of your writing. [25]

General notes on possible content:

Credit is given for the ability to read and appreciate arguments and opinions in the text and to create a well-argued response.

The best candidates will show some skill in selecting the important arguments and constructing a converse point of view. It would be a clever use of the reading material to pick up the idea that 'misuse outweighs usefulness'. Credit any response which comments on Mr Patel's use of dramatic, subjective and slightly colourful language. Answers may also use some of the smaller details as part of the overall argumentative framework.

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The main points are:

- Cell phones are anti-social/people interrupt meetings/peer in screens while they are with you
- Effects on education/classroom behaviour/spelling
- The invasion of privacy/24-hour contact with work/tracking your whereabouts
- Communication for the sake of it/text neurosis/missing out on life.

Other points:

- Using phones while driving
- Being the only person not to have one
- Damaging the brain
- Looking silly.

Points made by the interviewer:

- Useful when car breaks down/delays
- Keeping in touch with children
- Revolutionises communication (in Africa)
- Solving crime.

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This question is marked out of 15 for Writing and 10 for Reading.

Use the following table to give a mark out of 10 for Reading.

Band 1	**9–10**	Makes a thorough, perceptive, convincing evaluation of ideas and comments in the broadcast. Reads effectively between the lines to make valid generalisations. Develops these, and ideas in the broadcast, and **integrates** them into the argument.
Band 2	**7–8**	Some evidence of evaluation of ideas from the broadcast, using references to **support** the argument. Occasional evidence of making generalisations and overviews, though less well sustained. Occasional development of some ideas.
Band 3	**5–6**	A reasonable response, **referring** to a number of points. Candidates cover the material satisfactorily but may miss opportunities to develop it relevantly or at any length.
Band 4	**3–4**	Selects points from the material rather **literally** and/or uses the material thinly. Adds brief comments but does not combine points into a connected argument.
Band 5	**1–2**	Parts of the answer are relevant, though material may be repeated injudiciously or wrongly used.
Band 6	**0**	Answer does not relate to question and/or too much unselective copying directly from the material to gain a mark in Band 5.

Use the following table to give a mark out of 15 for Writing.

Band 1	**13–15**	Excellent, consistent sense of audience; persuasive/authoritative style; very fit for purpose. Fluent, varied sentences/wide range of vocabulary. Strong sense of structure, paragraphing and sequence. Virtually no error.
Band 2	**10–12**	Sense of audience mostly secure; quite stylish and fluent; sense of overall structure; arguments occasionally well developed. Writing is mainly accurate (occasional error), sentences and language generally effective in places (fluent/complex sentences; range of vocabulary).
Band 3	**8–9**	Occasional sense of audience; mostly written in accurate, if fairly straightforward sentences; some argument, though not strong; mostly quite well structured; errors minor; language straightforward; vocabulary fit for task.
Band 4	**5–7**	Appropriate if sometimes inconsistent style; sentences mainly accurate; fact rather than argument; basic structure: has beginning, middle and end; fairly frequent (minor) errors; perhaps including sentence separation; sentences and/or vocabulary simple.
Band 5	**3–4**	Functional expression; largely factual with little/no argument; has a beginning, but main part of response not always well sequenced; some serious errors in grammar/punctuation/use of vocabulary. Errors slightly intrusive.
Band 6	**1–2**	Language and style not clear; some blurring and lack of order; despite some serious errors, can mainly be followed. Simple sentences.
Band 7	**0**	Serious inaccuracies and problems with language and grammar are too intrusive to gain a mark in Band 6.

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Section 2: Composition

Questions 2 (a), 2 (b), 3 (a), 3 (b), 4 (a) and 4 (b).

Give two marks:
- the first mark is out of 13 for content and structure: see Table A
- the second mark is out of 12 for style and accuracy: see Table B

Remember that these marks will not necessarily match, and one mark may well be (much) higher than the other.

The maximum overall mark for the composition is 25. Write the total clearly at the end as follows: C7 + S10 = 17 (C standing for 'Content', S standing for 'Style').

It is important that marking is not 'bunched': do not be reticent about awarding marks in the top and bottom bands.

Argumentative/discursive writing

2 (a) Most people prefer to live in their own country, but some want to emigrate to another country. Say where you would like to live and explain your reasons. [25]

OR

(b) 'It's best to be an adult. Adults have everything their own way.' Argue for or against this statement. [25]

Descriptive writing

3 (a) Describe the scene and atmosphere when you visit a theme park or fairground. [25]

OR

(b) Describe your surroundings before and after a sudden change in the weather. [25]

Narrative writing

4 (a) Write a story that begins with these words: 'Finally, the great day dawned.' [25]

OR

(b) You wake up, look out of your window, and discover that something has happened during the night which has totally changed the area around your house. Write about what happens. [25]

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COMPOSITION TASKS: TABLE A – CONTENT AND STRUCTURE

	ARGUMENTATIVE/ DISCURSIVE TASK	DESCRIPTIVE TASK	NARRATIVE TASK
Band 1 11–13	• Consistently **well developed, logical** stages in an overall, at times **complex**, argument. • **Each stage is linked** to the preceding one, and sentences within paragraphs are soundly sequenced.	• There are consistently well-defined, well-developed ideas and images, describing **complex atmospheres** with a range of details. • **Overall structure is provided through devices** such as the movements of the writer, the creation of a short time span, or the creation of atmosphere or tension. There is no confusion with writing a story. Repetition is avoided and the sequence of sentences makes the picture clear to the reader.	• The narrative is **complex and sophisticated** and may contain devices such as sub-texts, flashbacks and time lapses. Cogent details are provided where necessary or appropriate. • Different parts of the story are **balanced and the climax carefully managed**. Sentence sequences are sometimes arranged to produce effects such as the building up of tension or providing a sudden turn of events.
Band 2 9–10	• Each stage of the argument is **defined and developed**, although the explanation **may not be consistent**. • The stages follow in a **generally cohesive** progression. Paragraphs are mostly well sequenced, although some may finish less strongly than they begin.	• There is a good selection of **interesting ideas and images, with a range of details**. • These are formed into an **overall picture of some clarity** and effectiveness. There may be occasional repetition, and opportunities for development or the provision of detail may be missed. Sentences are often well sequenced.	• The writing **develops some interesting features, but not consistently so**. Expect the use of detail and some attention to character or setting. • Writing is orderly and the beginning and ending are satisfactorily managed. **The reader is well aware of the climax even if it is not fully effective.** Sequencing of sentences provides clarity and engages the reader in events or atmosphere.

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Band 3 7–8	• There is a **series of relevant points** and a clear attempt is made to develop some of them. These points are relevant, straightforward and logical/coherent. • Repetition is avoided, but the order of the stages in the overall argument can be changed without adverse effect. The sequence of the sentences within paragraphs is satisfactory, but **the linking of ideas may be insecure**.	• There is a **selection of relevant ideas, images, and details**, which satisfactorily address the task. An attempt is made to create atmosphere. • The description provides **a series of points** rather than a sense of their being combined to make an overall picture, but some ideas are developed successfully, albeit straightforwardly. Some sentences are well sequenced.	• A **straightforward story** with a clear attempt to use features such as character, setting, tension, climax. • While **opportunities for appropriate development of ideas are sometimes missed**, overall structure is competent, and some features of a developed narrative are evident. Sentences are usually sequenced to narrate events clearly.
Band 4 5–6	• Mainly relevant points are made and they are **developed partially with some brief effectiveness**. • The overall argument shows signs of structure but may be sounder at the beginning than at the end, or may drift away from the topic. There may be **some repetition**. The sequence of sentences may be occasionally insecure.	• Some relevant ideas are provided and **occasionally developed a little, perhaps as a narrative**. There are some descriptive/ atmospheric episodes, but the use of event may overshadow them. • There is some overall structure, but the writing **may lack direction and intent**. There may be interruptions in the sequence of sentences and/or some lack of clarity.	• Responds relevantly to the topic, but is **largely a series of events** with only brief details of character and setting. • There is some overall structure, but there are examples where **particular parts are too long or short**. **The climax is not effectively described or prepared**. Sentence sequences narrate events and occasionally contain irrelevances.

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Band 5 3–4	• **A few relevant points** are made and may be expanded into paragraphs, but development is very simple and not always logical. • There is weakness of sequencing overall and within paragraphs. Paragraphing is inconsistent. **Repetition and a failure to sustain relevant argument are obvious.**	• Content is relevant but **lacking in scope or variety**. Opportunities to provide development and detail are frequently missed. • The overall structure, though readily discernible, **lacks form and dimension**. Paragraphing is inconsistent. The reliance on identifying events, objects and/or people sometimes leads to a sequence of sentences without progression.	• **A simple narrative** with a beginning, middle and end; it may consist of everyday happenings or fantastic, non-engaging events. Content may seem immature. • **Unequal or inappropriate importance is given to parts of the story**. Paragraphing is inconsistent. Dialogue may be used ineffectively. There is no real climax. Sentence sequences are used only to link simple series of events.
Band 6 1–2	• **A few points are discernible** but any attempt to develop them is very limited. • Overall **argument only progresses here and there** and the sequence of sentences is poor.	• Some relevant facts are identified, but the **overall picture is unclear** and development is very limited. • There are examples of sequenced sentences, but there is also repetition and **muddled ordering**.	• Stories are **very simple and narrate events indiscriminately**, with very little development. Endings are simple and lack effect. • The **shape of the narrative is unclear**; some of the content has no relevance to the plot. Sequences of sentences are sometimes poor, leading to a lack of clarity.
0	• Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.	• Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.	• Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.

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COMPOSITION TASKS: TABLE B – STYLE AND ACCURACY

Band 1	**11–12**	**Writing is consistent, stylistically fluent, linguistically strong and accurate; has sense of audience** • Look for appropriately used ambitious words • Complex sentence structures where appropriate
Band 2	**9–10**	**Writing is mostly fluent, sometimes linguistically effective and largely accurate; may have some sense of audience** • Look for signs of a developing style • Some ability to express shades of meaning
Band 3	**7–8**	**Writing is clear, competent (if plain) in vocabulary and grammar; errors perhaps frequent, but minor** • Look for mostly correct sentence separation • Occasional precision and/or interest in choice of words
Band 4	**5–6**	**Writing is clear and accurate in places, and expresses general meaning in vocabulary and grammar; errors occasionally serious** • Look for simple sentences • Errors of sentence separation
Band 5	**3–4**	**Writing is generally simple in vocabulary and grammar; errors are distracting and sometimes serious, but general meaning can always be followed** • Look for definite weaknesses in sentence structures • Grammatical errors such as incorrect use of prepositions and tense
Band 6	**1–2**	**Writing is very limited in correct vocabulary and grammar; error is persistent; meaning is sometimes blurred** • Look for faulty and/or rambling sentences • Language insufficient to carry intended meaning
Band 7	**0**	**Writing is difficult to follow because of inadequate language proficiency and error.**

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