CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0500 FIRST LANGUAGE ENGLISH

0500/33 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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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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. Nonetheless, the content must be clearly related to and derived from the passage.

Section 1: Directed Writing

Question 1

This question tests writing assessment objectives W1 to W5 (15 marks)

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use register appropriate to audience and context
W5 make accurate use of spelling, punctuation and grammar

and reading assessment objectives R1 to R3 (10 marks)

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions

Imagine you have heard the programme 'Parents' Forum', and want to respond.

Write a letter to the presenter, in response to the programme. In your letter, you should

- identify and evaluate the views given in the programme
- give your own views as a teenager, based on what you have read in the transcript.

Base your letter on what you have read in the transcript, but be careful to use your own words. Address each of the two bullet points.

Begin your letter, 'Dear Presenter…'

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing. [25]

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Responses *may* use the following ideas: there may be some overlap between these points:

A1: The presenter's views:

The presenter's views could be seen as outdated or nostalgic.

- adults had to do household chores when they were young
- running a home and having a demanding job are too onerous for parents alone
- basic chores prepare teenagers for adult life
- teenagers will become lazy, spoilt and complaining
- no employer will want these attributes in workers
- there is pride in doing useful work
- monetary value can't be placed on sharing family life
- chores can create closeness and a sense of shared purpose in families

Mr Joubert's views:

Mr Joubert's views might be seen as business orientated.

- education is more important in a competitive world
- teenagers need relaxation time when under academic pressure
- being paid for chores is good training for working life
- financial management skills are more important than chores
- 'menial' tasks can (and he implies should) be avoided by being successful enough to pay someone else to do them

Candidates may use the arguments in the passage to support their views in favour of or against teenagers doing household chores, or may suggest a balance between the extremes. They may use the views of either or both people in the passage, to support or counter their answer.

The discriminator is the evaluation of the arguments, which requires candidates to draw inferences and make judgements about the arguments in the transcript. Perceptive responses may discuss these arguments thoughtfully. Ideas and opinions must be derived from the transcript, assessing their implications with clear and persuasive arguments.

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Marking criteria for Section 1, Question 1.

Table A, Writing:

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

Band 1	**13–15**	Consistent sense of audience; authoritative and appropriate style. Fluent, varied sentences; wide range of vocabulary. Strong sense of structure, paragraphing and sequence. Spelling, punctuation and grammar almost always accurate.
Band 2	**10–12**	Sense of audience mostly secure; there is evidence of style and fluency; sentences and vocabulary are effective. Secure overall structure; mostly well-sequenced. Spelling, punctuation and grammar generally accurate.
Band 3	**7–9**	Occasional sense of audience; mostly written in correctly structured sentences; vocabulary may be plain but adequate for the task; mostly quite well structured. Minor, but more frequent, errors of spelling, punctuation and grammar.
Band 4	**5–6**	Inconsistent style; simple or faultily constructed sentences; vocabulary simple; basic structure. Frequent errors of spelling, punctuation and grammar.
Band 5	**3–4**	Inappropriate expression; the response is not always well sequenced. Errors of spelling, punctuation and grammar impair communication.
Band 6	**1–2**	Expression unclear; flawed sentence construction and order. Persistent errors of spelling, punctuation and grammar impede communication.
Band 7	**0**	The response cannot be understood.

Table B, Reading:

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

Band 1	**9–10**	Gives a thorough, perceptive, convincing response. Reads effectively between the lines. Shows understanding by developing much of the reading material and assimilating it into a response to the task.
Band 2	**7–8**	Some evidence of evaluation, engaging with a few of the main points with success. Uses reading material to support the argument. Occasionally effective development of ideas from the passages.
Band 3	**5–6**	Reproduces a number of points to make a satisfactory response. The response covers the material adequately, but may miss opportunities to develop it relevantly or at length.
Band 4	**3–4**	Selects points from the passages rather literally and/or uses the material thinly. Points may not be connected.
Band 5	**1–2**	Parts of the response are relevant, though the material may be repeated or used inappropriately.
Band 6	**0**	There is very little or no relevance to the question or to the passages, or the response copies unselectively or directly from the passages.

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Section 2: Composition

Questions 2, 3, 4 and 5

This question tests writing assessment objectives W1 to W5

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use register appropriate to audience and context
W5 make accurate use of spelling, punctuation and grammar

Write about 300 to 450 words on <u>one</u> of the following questions.

<u>Up to 13 marks are available for the content and structure of your answer, and up to 12 marks for the style and accuracy of your writing.</u>

Descriptive Writing

2 Imagine you enter a crowded train or bus for a short journey. Describe your surroundings and your fellow-travellers during the journey. [25]

OR

3 Describe the end of a tiring climb with a companion, and your thoughts and feelings as you get to the top. [25]

Narrative Writing

OR

4 'The truth was bound to come out in the end.' Write a story which ends with these words. [25]

OR

5 Write a story which involves a rediscovery of something lost. [25]

Marking criteria for Section 2, Questions 2, 3, 4 and 5
Use table A to give a mark out of 13 for content and structure, and table B to give a mark out of 12 for style and accuracy.

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Table A, Composition: Content and structure

	General criteria	Specific criteria	
		Descriptive Writing	**Narrative Writing**
Band 1 11–13	**W1:** Content is complex, sophisticated and realistic. **W2:** Overall structure is secure and the constituent parts well balanced and carefully managed.	Many well-defined and developed ideas and images create a convincing, original, overall picture with varieties of focus.	The plot is convincing with elements of fiction such as description, characterisation and climax, and with cogent detail.
Band 2 9–10	**W1:** Content develops some interesting and realistic features in parts of the writing. **W2:** Writing is orderly, and beginnings and endings are satisfactorily managed.	Frequent, well-chosen images and details give an impression of reality, although the overall picture is not consistent.	The plot incorporates some interesting features, but not consistently so: the reader may be aware of the creation of suspense and a sense of climax.
Band 3 7–8	**W1:** Content is straightforward with ideas, features and images that satisfactorily address the task; some opportunities for development are taken. **W2:** Overall structure is competent and some sentences are well sequenced.	A selection of relevant ideas, images and details addresses the task, even where there is a tendency to write a narrative.	The plot is straightforward and cohesive with some identification of features such as character and setting.
Band 4 5–6	**W1:** Content consists of relevant ideas that are briefly developed. **W2:** Overall structure is easily followed, though some constituent parts are too long or too short to be effective.	The task is addressed with a series of ordinary details, which may be more typical of a narrative.	Recording of relevant but sometimes unrealistic events outweighs other desirable elements of narrative fiction.
Band 5 3–4	**W1:** Content is simple, and the presentation of ideas and events may only be partially credible. **W2:** Overall structure is recognisable though paragraphing is inconsistent and sequences of sentences insecure.	Where a narrative is written, the recording of events may preclude the use of sufficient descriptive detail.	The plot is a simple narrative that may consist of events that are only partially credible or which are presented with partial clarity.

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	General criteria	Specific criteria	
		Descriptive Writing	**Narrative Writing**
Band 6	**W1:** Content is inconsistent in relevance, interest and clarity. **W2:** Structure is frequently revealing a limited grasp of purpose.	Some relevant facts are identified, but the overall picture is unclear and lacks development.	The plot lacks coherence and narrates events indiscriminately.
Band 7	**W1:** Content is rarely relevant and there is little material. **W2:** The structure is disorderly.	Individual ideas are not properly communicated and the effect is one of incoherence.	The plot is hard to follow and is only partially relevant.

Table B, Composition: Style and accuracy

Band 1	**11–12**	Writing is consistent, stylistically fluent, linguistically strong and almost always accurate; has sense of audience. **W3:** Consistently wide range of appropriate vocabulary. **W4:** Subtle and effective sense of audience; appropriate use of varied sentence structures. **W5:** Spelling, punctuation and grammar almost always accurate.
Band 2	**9–10**	Writing is mostly fluent, sometimes linguistically effective and generally accurate; may have some sense of audience. **W3:** Obvious attempt to use range of vocabulary to interest the reader. **W4:** Partial or inferred sense of audience, with appropriate sentence structures. **W5:** Spelling, punctuation and grammar mainly accurate.
Band 3	**7–8**	Writing is clear, competent, if plain in vocabulary and grammatical structures; errors minor, but frequent. **W3:** Occasional precision and/or interest in choice of words. **W4:** Accurate if repetitive sentence structures **W5:** Minor but frequent errors of spelling, punctuation and grammar.
Band 4	**5–6**	Writing is clear and accurate in places, and uses limited vocabulary and grammatical structures; errors occasionally serious. **W3:** Plain but mostly correct choice of words. **W4:** Correct use of simple sentence structures; some errors of sentence separation. **W5:** Frequent errors of spelling, punctuation and grammar.

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Band 5	**3–4**	Writing is simple in vocabulary and grammar; overall meaning can be followed, but errors are distracting and sometimes impair communication. **W3:** Words may sometimes communicate meaning satisfactorily. **W4:** Frequent weakness in sentence structures. **W5:** Errors of spelling, punctuation and grammar impair communication.
Band 6	**1–2**	Writing is weak in vocabulary and grammar; persistent errors impede communication. **W3:** Insufficient language to carry intended meaning. **W4:** Faulty and/or rambling sentence structures. **W5:** Persistent errors of spelling, punctuation and grammar impede communication.
Band 7	**0**	Writing is impossible to follow. Language proficiency is lacking; incorrect sentences; multiple errors of spelling, punctuation and grammar.

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