**Cambridge Assessment International Education**
Cambridge International General Certificate of Secondary Education

**FIRST LANGUAGE ENGLISH** **0500/33**

Paper 3 Directed Writing and Composition **May/June 2019**

MARK SCHEME

Maximum Mark: 50

**Published**

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.

Cambridge International will not enter into discussions about these mark schemes.

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## Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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| GENERIC MARKING PRINCIPLE 5:<br><br>Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen). |
| GENERIC MARKING PRINCIPLE 6:<br><br>Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind. |

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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

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| Question | Answer | Marks |
|---|---|---|
| 1 | **Imagine that you live in an area in which there are many elderly people.**<br><br>**<u>Write a letter</u> to your local newspaper in which you explore how they could be better cared for. In your letter, you should:**<br>**• discuss and evaluate the ideas and the solutions presented in the article**<br>**• consider to what extent technology should help in looking after elderly people**<br><br>**Base your letter on what you have read in the article, but be careful to use your own words. Address each of the bullet points.**<br><br>**Begin your letter, 'Dear Editor ….'**<br><br>**Write about 250 to 350 words.**<br><br>**<u>Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing.</u>** | **25** |

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| Question | Answer | Marks |
|---|---|---|
| 1 | Notes on task:<br><br>**Responses *might* use the following ideas:**<br><br>**A1 Some ideas from the passage/possible evaluation points**<br><br>• facial recognition technology/questioning could prove useful for some tasks, maybe not all<br>• a qualified human is still needed to interpret data sent by robots<br>• cameras all over a person's house may seem obtrusive/disturbing<br>• robots may help overcome fear of injury or illness but will do little to alleviate loneliness<br>• the idea of 'an approachable while bear' seems very patronising<br>• how many old people will really feel less lonely being spoken to by a robot?<br>• robots replacing several care workers has to be considered because of the rising numbers of old people needing help<br>• it may be tempting to save money by giving robots a greater part to play in care<br>• having a whole home geared up for robot care seems unlikely to happen/expensive<br>• robot data seems predicated on old people leading very boring, predictable lives<br>• old people often lack control over their lives in any case/may find the lack of privacy unbearable<br>• the Dutch village seems more humane but is very expensive<br>• students are not necessarily qualified to take care of the elderly/monitoring the quality of care would be difficult<br>• this idea seems to do more to combat loneliness than robots can<br>• not having human interaction can harm the elderly<br>• robots might make old people more isolated | |

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| Question | Answer | Marks |
|---|---|---|
| | **A2 own views which might show evaluation**<br><br>• cost is a crucial element given the rising numbers of old people/only realistic to factor it in<br>• not all old people should be offered the same kind of care – some would hate the lack of privacy of having their movements constantly monitored, while some would be comforted<br>• using robots for routine data might work but not as companions<br>• rather too much control over people's lives is assumed by data-collecting robots<br>• children and pets have a role to play in care of the elderly<br>• collection of data could be put to malign use<br>• old people might deceive the technology e.g. not take medication<br>• the use of robots could inhibit old people's interaction with other people<br>• the robot might check for inconsequential things and miss something more important<br>• technology is prone to error/power cuts – not reliable<br><br>The discriminator is the evaluation of the arguments, which requires candidates to draw inferences and make judgements about the validity of the ideas and solutions presented. Perceptive responses may compare the different ideas and solutions, and this should affect the conclusion about the extent to which technology should help in looking after elderly people. Ideas and opinions must be derived from the passage, developing its claims and 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.

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|---|---|
| **Band 7 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 6 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 5 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 3 3–4** | Inappropriate expression; the response is not always well sequenced. Errors of spelling, punctuation and grammar impair communication. |
| **Band 2 1–2** | Expression unclear; flawed sentence construction and order. Persistent errors of spelling, punctuation and grammar impede communication. |
| **Band 1 0** | The response cannot be understood. |

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**Table B, Reading:**
Use the following table to give a mark out of 10 for Reading.

| | |
|---|---|
| **Band 6 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 5 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 4 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 3 3–4** | Selects points from the passages rather literally and/or uses the material thinly. Points should be connected. |
| **Band 2 1–2** | Parts of the response are relevant, though the material may be repeated or used inappropriately. |
| **Band 1 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(a), 2(b), 3(a) and 3(b)**

This question tests writing assessment objectives W1 to W5 (25 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

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| Question | Answer | Marks |
|---|---|---|
| 2, 3 | **Write about 350 to 450 words on <u>one</u> of the following questions.**<br><br>**<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>**<br><br>**<u>Descriptive Writing</u>**<br><br>**2(a) Describe a busy port or harbour.**<br><br>**<u>OR</u>**<br><br>**2(b) Describe a garden or park which has become overgrown and neglected since you last visited it.**<br><br>**<u>OR</u>**<br><br>**<u>Narrative Writing</u>**<br><br>**3(a) Write a story with the title, 'A Quiet Life'.**<br><br>**<u>OR</u>**<br><br>**3(b) Write a story about an event you dreaded but which turned out differently from how you expected.'**<br><br>**Marking criteria for Section 2, Questions 2(a), 2(b), 3(a) and 3(b)**<br>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.<br><br>**Marking criteria for Section 2, Questions 2(a), 2(b), 3(a) and 3(b)**<br>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. | **25** |

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**Table A, Composition: Content and structure**

| | General criteria | Specific criteria | |
|---|---|---|---|
| | | **Descriptive Writing** | **Narrative Writing** |
| **Band 7 11–13** | **W1:** Content is complex, sophisticated and realistic.<br>**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 6 9–10** | **W1:** Content develops some interesting and realistic features in parts of the writing.<br>**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 5 7–8** | **W1:** Content is straightforward with ideas, features and images that satisfactorily address the task; some opportunities for development are taken.<br>**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.<br>**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 3 3–4** | **W1:** Content is simple, and the presentation of ideas and events may only be partially credible.<br>**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 2 1–2** | **W1:** Content is inconsistent in relevance, interest and clarity.<br>**W2:** Structure is frequently unclear, 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 1 0** | **W1:** Content is rarely relevant and there is little material.<br>**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. |

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**Table B, Composition: Style and accuracy**

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

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| **Band 2**<br>**1–2** | Writing is weak in vocabulary and grammar; persistent errors impede communication.<br><br>**W3:** Insufficient language to carry intended meaning.<br>**W4:** Faulty and/or rambling sentence structures.<br>**W5:** Persistent errors of spelling, punctuation and grammar impede communication. |
| **Band 1**<br>**0** | Writing is impossible to follow. Language proficiency is lacking; incorrect sentences; multiple errors of spelling, punctuation and grammar. |

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