UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2011 question paper for the guidance of teachers

0500 FIRST LANGUAGE ENGLISH

0500/31 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.

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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 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.

Imagine that you are one of the students: Alex, Robina or Hamesh. You decide to talk to your class about ways of promoting awareness of reading among pupils.

Write the words of the talk in which you should:

- **suggest ways of encouraging an interest in reading**
- **argue against the reasons some pupils give for not reading**
- **suggest a programme of events for a Reading week in your school.**

Base your talk on the discussion below. Be careful to use your own words.

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

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:

A Suggest ways of encouraging an interest in reading

- Recreate experience of **being read** to as a child/**older students reading to younger pupils**.
- Highlight the **joys of reading**: it is personal/can 'send chills down spines'/create emotions/ escapism/identify with characters that one gets to know, love or hate.
- Show pupils the many genres: from thrillers/historical/fantasy or mystery; something for all.
- Suggest that reluctant readers see the film versions of popular novels to 'lure' them in to reading the novels themselves.
- Many young adult books highlight the problems that younger pupils face: feeling like an outsider, being bullied, wanting to leave home, but they offer suggestions to overcome these situations and provide comfort/optimism/hope.
- Graphic novels and story versions of computer games are good to recommend to very reluctant readers.
- Reading has the benefit of improving writing skills in all subjects: side effects include good vocabulary, grammar and spelling.

B Argue against the reasons some pupils give for not reading

REASON	ARGUMENT
boring	huge variety of novels/genres and types; something for everyone
already studying many books	books are light relief, not like text books; escapism element
boys don't read	many exciting books (fantasy, graphic novels, story versions of computer games, spy stories) and other genres that many boys enjoy (made into films)
reading not pleasurable	cite views of Robina and Alex (personal/thrilling/identification and offering optimism)

C Suggest a programme of events for a Reading week in your school

- Produce a survey that asks younger students about their interests/favourite films and possible ideas of books they might like to read.
- Have a Reading hour planned in which older pupils read the first chapter of a book
- Organise a Book Club in lunch hour and invite young pupils to attend.
- Using form classes to pin up book reviews and exciting new book covers showing the interesting summary/blurb at the back to encourage discussion.
- School libraries are important – ask the librarian to pin up a Top 20 chart list of most popular books.
- Have Question and Answer forums to discuss popular hobbies/interests and suggest books to suit.
- Ask teachers to invite local/popular young adult fiction authors to visit the school.

Some candidates may have other ideas for this section, but these should be grounded in ideas from the passage. Others may just copy what the writer says towards the end. This will receive credit for **C**. If the material isn't altered into the form of speech then it would count as listing.

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

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

Band 1	**9–10**	Gives a thorough, perceptive, convincing evaluation of the ideas in the passage and the speaker's character. Reads effectively between the lines. Develops the reading material and **integrates** it into the response to the task.
Band 2	**7–8**	Some evidence of evaluation of the passage, engaging with a few of the main points with success. Uses reading material to **support** the argument. Occasionally effective development of some of the ideas in the material.
Band 3	**5–6**	**Reproduces** a number of points to make a satisfactory response. Response covers the material satisfactorily, but may miss opportunities to develop it relevantly or at length.
Band 4	**3–4**	**Selects** points from the passage rather literally and/or uses material thinly. Does not combine points into a connected response.
Band 5	**1–2**	Parts of the response are relevant, though material may be repeated or used inappropriately.
Band 6	**0**	Response 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**	Consistent sense of audience; persuasive/authoritative style; 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 quite fluent; sense of overall structure; mostly well-sequenced; arguments occasionally well developed. Writing is mainly accurate; sentences and language effective.
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; vocabulary may be plain but adequate for the task.
Band 4	**5–7**	Appropriate if sometimes inconsistent style; sentences mainly accurate; fact rather than argument; basic structure; 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.
Band 6	**1–2**	Language and style not clear; some meanings imprecise and lacking in order; despite some serious errors, gist can mainly be followed. Faulty sentence construction.
Band 7	**0**	Inaccuracies and problems with language and grammar are too serious 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

Argumentative/Discursive Writing

2 **(a)** Discuss the various possible influences on a person's choice of career. [25]

(b) 'Everything we learn is useful'. Argue for or against this statement. [25]

Descriptive Writing

3 **(a)** Describe a scene from your childhood. Describe the surroundings and your feelings at that time. [25]

(b) A travelling circus or show comes to your area. Describe one or two of the acts and include the reactions of the spectators. [25]

Narrative Writing

4 **(a)** 'Although they had been forbidden to go, there they were, on the other side of the steel fence, laughing hysterically.' Use this idea as the basis for a narrative. [25]

(b) Write a story that includes a practical joker as one of its characters. [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 many 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 persona, 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**, largely consistent and effective. 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 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 identification of features such as character and setting. • 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 undeveloped events** with only brief details of character and setting. • Overall structure is sound, 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 an inability 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 a 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 lacks development. • There are examples of sequenced sentences, but there is also repetition and **muddled ordering**.	• Stories are **very simple and narrate events indiscriminately**. 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.
Band 7 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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