Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/31**

Paper 3 Directed Writing and Composition **October/November 2017**

MARK SCHEME

Maximum Mark: 50

Published

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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

Question 1

Write a letter to the writer in response to their article, 'E-readers vs. Books'.

In your letter you should:

- **identify and evaluate the writer's views on e-readers**
- **explain how far you agree with the writer that people should buy books rather than e-readers.**

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.

Begin your letter, 'Dear Sir/Madam …'.

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]

Responses might use the following ideas:

A1 identify and evaluate writer's views on e-readers

Claims not to want one because:

- **Costly/expensive** (eval: but the cost of reading books long-term is less expensive)
- **Unnecessary gadget** (eval : waste of energy and resources / part of evolutionary process now to move away from print**.** Should be accepting/benefitting from new technology not resisting it / gadgets break / third paragraph - betrays a desire or appreciation of the experience as a 'lure')
- **Practicalities of use** – can't see screen in full sunlight, use safely by water or in bath, have to be charged (eval: Modern e-readers have adapted in these ways)
- **Bad for you**/your health in some way – compares to sweets implying pleasurable but best avoided/resisted
- **Will take over** from books and alter the experience of reading (eval: not important how you read, should just encourage people to read so text is not lost – both forms valid. The deliberate avoidance of even trying them out is disingenuous)

Admits attractions include:

- **Portable** – light when travelling (eval: one device can carry numerous e-books)
- **Immediate access** – books/cover designs materialise on screen (eval: ease, awe of writer evident) easy to search for quotations or certain titles
- **Visual appearance** – sleek, digital illustrations (eval: status/fashion symbol in coffee shop/negatively, it may be used to show off, rather than to read)

Evaluation at higher levels may include teasing out just how unconvinced the writer is of their own arguments against e-readers e.g. admits tempted

A2 how far you agree that people should buy books rather than e-readers

Discussion may include consideration of claims made in relation to books:

- **Keepsakes** – sentimental value/memories/reminders of moments in time (eval: helps keep those memories alive through seeing the book on the shelf, survives frequent use, can even gain monetary value in some cases e.g. first editions/signed copies but also present a storage problem)
- **Books change lives** – (eval: over-romanticised claims by writer/can be inspired/converted/influenced by physical copies of books in a way not possible electronically – more powerful than just the stories themselves e.g. author can't sign an e-book/other people can't see what you are reading/the author's signature is not the book itself, more a symbol of snobbery)
- **Cultural/social significance** – as made of paper can have jottings from previous readings/readers on them, can be burned as protest/symbolic act, can be wrapped and presented as a gift (eval: wider, cultural importance, symbolic, records in themselves)
- **Can share real books** e.g. can lend/donate books for others to read, can discover in second-hand book-sales / borrow from libraries (eval: recyclable / can be part of another person's experience of reading the book, but technological adaptations are inevitable)
- **Accessibility/flexibility** Can read books anywhere, anytime e.g. books better for those who like relaxing in /near water- bath/on beach - can't run out of charge; book is a cheaper present than an E-reader – would only buy an E-reader as a significant present e.g. for close family member and would buy only once. Can buy books for a range for people at a range of prices and on more than one occasion – may also argue e-versions of books can be cheaper

The discriminator is the evaluation and teasing out of the essential elements of the arguments/inconsistencies, which requires candidates to show judgment in selecting sensible from over-sentimental and/or biased opinion and anecdote, draw inferences and arrive at their own conclusions. 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 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 should 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.

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.

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Section 2: Composition

Questions 2, 3, 4 and 5

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

Questions 2, 3, 4 and 5

Write about 350 to 450 words on <u>one</u> of the following questions. Answer on this Question Paper.

<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>

<u>Descriptive Writing</u>

<u>2</u> Describe a river as it flows from its source high on a mountain.

<u>OR</u>

<u>3</u> Describe a visit to an art gallery or museum.

OR

<u>Narrative Writing</u>

<u>4</u> Write a story with the title, 'The Missed Opportunity'.

<u>OR</u>

<u>5</u> Write a story that begins, 'Jas had to go back to the place where it had all started…'.

[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 recognizable 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.
Band 6	**1–2**	**W1:** Content is inconsistent in relevance, interest and clarity. **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 7	**0**	**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.

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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.
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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