Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/33**

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	Answer	Marks
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 are Isabelle's parent. You have made a decision about whether to let her sign the contract or not. **<u>Write a letter</u> to the parents of the birthday girl in which you:** • **identify and evaluate the issues you think the Friendship Contract raises about the nature of friendship** • **explain why, or why not, you will let Isabelle sign the contract and any concerns you might have.** **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 Mr and Mrs Dubois…'.** **Write about 250 to 350 words.** **<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**

Question	Answer	Marks
1	**Responses might use the following ideas:** **A1 the issues you feel the friendship contract raises about the nature of friendship** **Ideas might include discussion of friendship in relation to:** • **expectations** of what a friend is/does (eval: may mean different things to each of them e.g. might sometimes be best not to keep something secret) • **inclusion** in social groups/activities • **responsibility to others / commitment** (eval: adult values being imposed on children – inappropriate / important to foster early?) • **spontaneity** (eval: contract reduces friendship to a commodity or protects individuals? Can you decide to be a friend or do you become one?) • **obligation/imposing rules** (eval: is it appropriate to have rules for friendships, who would enforce these and how) • **exclusivity** of friendship (eval: how many of these contracts with different friends can you have – do you have to dissolve one to sign the next?) • **adult experiences/concerns** (eval: not always the best model for children, often led by prejudices/social considerations that young children don't have) • **changing** attitudes to friendship over time and lifetime (examples of some of the possible evaluation offered in brackets)	
	A2 explain why, or why not, you will let Isabelle sign the contract and any concerns you might have **Ideas might include explanation of decision in relation to:** • **payment/cost** (eval : understand need a commitment to attend as expensive activity/might it be better to organise less costly party) • **financial / legal implications** (eval: ridiculous to suggest legally binding and if not what is the point really?) • **party invitation** – Isabelle wanted to go (eval: would exclude her if didn't sign and make it difficult for her in her new school / uncomfortable that suggestion is she can't go if she doesn't sign) • **Isabelle is new to school** (eval: accepts different norms/appreciates invitation but too much pressure/unnecessary spotlight on friendship) • **age** of the children (eval: too young to sign anything/ agree to anything binding – might change mind) • **other parents'/teacher's** views (eval: might be something to discuss in more detail as a parent group to consider the full implications and possible pitfalls)	

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Question	Answer	Marks
1	The discriminator is the evaluation of the ideas around the nature of friendship raised in the article. This requires candidates to draw inferences and make judgements about whether or not the parent might consider that the advantages of signing a friendship contract might outweigh the disadvantages in this particular case. Perceptive responses will take account of the recipients' likely viewpoint, as well as showing understanding in relation to Isabelle and her parent(s). Ideas and opinions must be derived from the passage, developing its claims and assessing their implications with clear and persuasive arguments.	

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.

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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.

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Section 2: Composition

Questions 2, 3, 4 and 5

Question	Answer	Marks
2, 3, 4, 5	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	
	Write about 350 to 450 words on one of the following questions. Answer on this Question Paper. **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.** **Descriptive Writing** **2 Describe someone you recognise from a distance at an occasion you are both attending years after you last saw them.** **OR** **3 Write a description of the spectators at a sports event.** **OR** **Narrative Writing** **4 Write a story where things do not go according to plan. Use the title, 'Only trying to help…'.** **OR** **5 Write a story where a character returns to a place they do not wish to go back to.**	

Table A, Composition: Content and structure – General Criteria

		General Criteria
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.
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.
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.
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.
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.
Band 6	**1–2**	**W1:** Content is inconsistent in relevance, interest and clarity. **W2:** Structure is frequently unclear, revealing a limited grasp of purpose.
Band 7	**0**	**W1:** Content is rarely relevant and there is little material. **W2:** The structure is disorderly.

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Table A, Composition: Content and structure – Specific Criteria

		Specific criteria	
		Descriptive Writing	**Narrative Writing**
Band 1	**11–13**	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**	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**	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**	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**	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**	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**	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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