Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/31**

Paper 3 Directed Writing and Composition **October/November 2018**

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: 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: 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	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 that you run a small company. Your staff have asked you to join the Take-a-Break campaign. **<u>Write a letter</u> to your staff in which you should:** • **consider the different ideas discussed in the passage** • **explain the decision you have made about joining the Take-a-Break campaign.** **Base your letter on the ideas in the article, but be careful to use your own words. Address each of the bullet points.** **Begin your letter: 'Dear Team … '** **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 ideas discussed in the passage** • **nap room** – capacity (one person?) • **afternoon break** – break from a computer screen (television / games console also screens) • **mini bowling alley, basketball hoops** – space/cost required , noise • **serenity room** – massage chair (how relaxing if managers are timing you?) • **facilities in office** – can be observed (distracting for workers / feel guilty) • **working break** – compromise / efficient / not a break at all • **innovation lounge** – really just a meeting room?	
	A2 reasons for agreeing with the proposal • **health and well-being** of employees – shows commitment to them • **productivity / efficiency** – sharpens focus, avoiding mid-afternoon slump • **image of the company** / national campaign – forward looking company • **team building** – important to socialise, inspiration / time to think – avoiding burn out, prompting new ideas, informal chats and research often lead to new ideas • **commitment levels** of companies/managers involved e.g. facilities on offer – one person nap room for a large company / in corner of office / whether employees are really free to take a proper break	

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Question	Answer	Marks
1	**A3 reasons for disagreeing with this proposal/possible evaluative points** • **health and well-being** of employees – how beneficial if employees feel guilty • **waste of** r**esources** / better uses for money e.g. could reduce **hours** employees are required to work but pay same / employ more staff not introduce 'breaks' • will **create divisions** – problems regarding supervision within team , employees who take advantage or return, late difficulties around policing length of breaks / rules / inconsistent usage could create bad feeling • employers need to be constantly **vigilant** – time-wasting/inappropriate • **disruptive** – need team together, all need to be involved in decisions • **limited effectiveness** of breaks / difficulty re-focusing afterwards e.g. productivity/efficiency reduced in Mo Garra's company • opportunity in **employees' own time** for leisure / rest – holidays/weekends, invasive to expect them to work very long hours and control all aspects of their life • promotes **a culture of laziness** • solutions must be **tailored** for different companies/new companies/startups	
	The discriminator is the evaluation of the arguments, which requires candidates to draw inferences and make judgements about whether the advantages claimed outweigh the disadvantages and consider the likely effects in this particular case. Perceptive responses may compare the differing nature of a school to that of a commercial business. 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.

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

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 <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>** **<u>Descriptive Writing</u>** **<u>2</u> You wake up after a period of time to find things around you have changed. Describe the first few minutes as you adjust to your surroundings.** **<u>OR</u>** **<u>3</u> Write a description with the title, 'The Tree'.** **<u>OR</u>** **<u>Narrative Writing</u>** **<u>4</u> Write a story which involves finding something which was previously believed to have been lost or destroyed.** **<u>OR</u>** **<u>5</u> Write a story with the title, 'The Day Before'.**	**25**

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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.

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		General criteria	Specific criteria	
			Descriptive Writing	**Narrative Writing**
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.

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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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