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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2009 question paper for the guidance of teachers

0500 FIRST LANGUAGE ENGLISH

0500/31 Paper 31 (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.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

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Section 1: Directed Writing

Note: All examiners are instructed that alternative correct answers and unexpected approaches in candidate scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Question 1

This question tests Writing Objectives W1–W5:

- 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:

- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes.

1 You are the editor of a local weekly newspaper.

A national charity is planning to open a residential home for troubled teenagers in your area. You have viewed the homepage of the organisation that is opening the centre and one of your colleagues has also conducted interviews with a range of local people.

Some local people have objected to the residential home and some of their opinions are given below.

Write an editorial, in which you:

- **Argue strongly in favour of opening the residential home**
- **Persuade your readers that their fears are mistaken and their objections are groundless**

Base your writing on the ideas found in the web-page material opposite, and on the objections given below.

You may include additional details to make the article more authentic but these must be related to the reading material provided.

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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General notes on likely content

Mark the editorial according to links with the objections and web-page material. Mark A–C in the margin (as below) and simply tick wherever details from the passage are used as evidence.

This will give you a checklist of how much candidates have used the material from the passage. You can then make a qualitative judgement according to the band descriptors to reach your final mark out of ten, balancing quantity with quality.

Who is setting up the home?
HHTN
Employs 45 specialists
Local businesses/school/supermarket involved

Why is the home being set up?
To get children off the streets
To provide health care to homeless children
To offer education to homeless children
To try to integrate homeless into the community
To make the local community more aware of the issues

How objections can be tackled
Increased crime:
May actually bring the unruly element/crime/drug abuse/mental illness off the streets
Groups of unruly youths:
Should be fewer due to street patrols and some teenagers will be in the shelter for classes etc.
No benefits to community:
May improve the area with new facilities such as adventure playground/community projects manned by teens
Not necessary in this area: will make local adults/children more aware of the issues, e.g. bullying, family disputes etc.
Other plus points:
Will provide work for local students/teachers/medics/shops
May provide workers for local businesses.

Method of marking

Mark the following in the margin:
A: Why it is needed
B: What it provides for the teenagers
C: Objections (as on the left hand page of the Examination Paper)

Note: The best candidates will answer **C** with information from **B** (This is a discriminator).

Evaluation: where candidates explain the benefits to the community or use the passage to answer **C**.

Flexibility: Do not demand that all candidates know what an Editorial looks like, but do expect an element of formality, especially when arguing a case.

Do not expect candidates to use all the detail, but those who are aware of how much is in the left hand column of the right hand page AND use the right hand column as well have read the passage in detail.

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

Use the following table to give a mark out of 15 for Writing.

Band 1	**13–15**	Excellent, consistent sense of audience; persuasive/authoritative style; very 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 fluent; sense of overall structure; arguments occasionally well developed. Writing is mainly accurate, sentences and language generally effective in places. Occasional error.
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; language straightforward but effective.
Band 4	**5–7**	Appropriate if sometimes inconsistent style; sentences mainly accurate; fact rather than argument; basic structure: has beginning, middle and end; 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 article not always well sequenced; some serious errors in grammar/punctuation/use of vocabulary. Errors slightly intrusive.
Band 6	**1–2**	Language and style not clear; some blurring and lack of order; despite some serious errors, can mainly be followed. Simple sentences.
Band 7	**0**	Serious inaccuracies and problems with language and grammar are too intrusive to gain a mark in Band 6.

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

Band 1	**9–10**	Makes a thorough, perceptive, convincing evaluation; creates a persuasive case. Reads effectively between the lines. Develops the reading material and **integrates** it into the argument/response to the task.
Band 2	**7–8**	Some evidence of evaluation and a relevant case, using reading material to **support** the argument. Occasionally effective development of some of the ideas in the material.
Band 3	**5–6**	A number of points are **quoted** to make a satisfactory argument. The response covers the material satisfactorily, but may miss opportunities to develop it relevantly or at length.
Band 4	**3–4**	Selects points from the material rather **literally** and/or uses the material thinly. Does not combine points into a connected piece.
Band 5	**1–2**	Parts of the answer are relevant, though material may be repeated injudiciously or wrongly used.
Band 6	**0**	Answer does not relate to question and/or too much unselective copying directly from the material to gain a mark in Band 5.

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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.

Remember that these marks will not necessarily match and one mark may well be (much) higher than the other.

The maximum overall mark for the Composition is 25. Write the total clearly at the end as follows: e.g. C7 + S10 = 17 (C standing for 'Content', S standing for 'Style').

It is important that marking is not 'bunched': do not be reticent about awarding marks in the top and bottom bands.

This question tests Writing Objectives W1–W5:

- 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.

Argumentative/discursive writing

2 (a) 'Television is a dangerous influence on teenage behaviour.' Do you agree? [25]

2 (b) Should young people have more influence on what happens in their lives? How does your country treat its young people? [25]

Descriptive writing

3 (a) Describe the features of the landscape or town which would form the setting for your ideal interactive computer game. [25]

3 (b) A 'Reality' TV show is looking for families to take part in a new series called 'Meet My Family' and you want to take part. Only four members of your family can be chosen. Describe these family members to the TV production team, making each person sound interesting to the viewers. [25]

Narrative writing

4 (a) 'Forgiveness'. Write a story in which forgiveness plays a central part. [25]

4 (b) Write a story, or part of a story, in which a character discovers something vitally important that people need to know about, but nobody will listen. [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 writer, 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 (where required) 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.
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 relevant, 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** (or part of 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.

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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 events** with only occasional 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.
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 a failure 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**. 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 (where appropriate); 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**. Dialogue may be used ineffectively. There is no real climax. Sentence sequences are used only to link 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.
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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