

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2007 question paper**

**0500 FIRST LANGUAGE ENGLISH**

**0500/03**

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.

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.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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## **Section 1: Directed Writing**

### **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

### **General notes on possible content**

The aim of the letter is to analyse and persuade; therefore the case made will be analytical, evaluative, positive and persuasive.

Details should be selected from both the information sheet and policy.

Some weaker students may repeat the features of the attraction with a little promotional 'spin' which may or may not refer to the Head's policy.

At a more sophisticated levels students should have made an effort to link the two passages. They should analyse and evaluate the attractions offered in the light of the policy document. They may or may not use the policy document as a guiding structure for their letter but better responses will show some form of evaluation based on the Head's policy.

Students may show development by imagining or providing additional/local detail for the stated attractions as well as enlarging upon the benefits to pupils and staff from their own perspective.

They may also add their own ideas and details that should be plausible and rooted in the texts.

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### Question 1: How to mark the content

Mark the answer according to links with the school trips and visits policy. Mark 1-7 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 then make a qualitative judgement based on the Band descriptors to reach your final mark out of ten, balancing quantity with quality.

#### 1: Direct link with subjects studied by students

**History:** Village – different parts, different times + signs  
Shops – traditional sweets and toys  
Speech – woman in shop/from university = accents (costume)  
World of work – weavers' lives in 1800s  
Social – life without TV

**Geography:** Houses on stilts

**Biology:** Fields of crops, indigenous plants, animals of our country

**English:** Storytelling sessions

#### 2: Academic activities

Worksheets (free pencil), has schoolhouse, lecture theatre

#### 3: Information and experiences not available in school

No real village or cropfields; shops/houses you can go in; has specialist educationalists and lecturers on site

#### 4: Staff information and teaching materials

Able to share experiences as basis for further work when return to school  
Extra worksheets sent back into school (Humanities teacher)

#### 5: Facilities for refreshment

Traditional snacks available for sale in shops, picnic area (additional details?)

#### 6: Health and safety

Credit sensible deductions, e.g. trained staff, flat area, no digging (etc.) allowed

#### 7: Cost

A week's pocket money, extra activities included, discount available (cheap)

**Note:** For 'Persuade the Head-teacher that it would be educational and interesting', expect this to contribute both to the reading and to the writing mark. For reading, it will be included in 1-7 above. For writing, look at the first and last paragraphs for language, voice and audience, and in the rest of the letter, look for evidence of 'spin'.

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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	<b>13-15</b>	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	<b>10-12</b>	Sense of audience mostly secure; quite stylish and fluent; sense of overall structure; arguments occasionally well developed. Writing is mainly accurate, sentences and overall language effective in places. Occasional error.
Band 3	<b>8-9</b>	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	<b>5-7</b>	Appropriate if sometimes inconsistent style; sentences mainly accurate; factual rather than argumentative; basic structure; has beginning, middle and end; frequent errors perhaps including sentence separation; sentences and/or vocabulary simple.
Band 5	<b>3-4</b>	Functional expression; largely factual with little/no argument; has a beginning, but main part of the letter not always well sequenced; some serious errors in grammar and/or punctuation/use of vocabulary. Errors slightly intrusive.
Band 6	<b>1-2</b>	Language and style not clear; some blurring and lack of order; despite some serious errors, can mainly be followed. Simple or muddled.
Band 7	<b>0</b>	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	<b>9-10</b>	Makes a thorough, perceptive, convincing evaluation of the attraction and creates a persuasive case for a visit. Reads effectively between the lines. Develops the reading material and integrates it into the argument.
Band 2	<b>7-8</b>	Some obvious evaluation and a relevant case for a visit using reading material to support argument. Occasionally effective development of some of the ideas in the material.
Band 3	<b>5-6</b>	A number of points are quoted to make a satisfactory case for a visit. Candidates cover the material satisfactorily but may miss opportunities to develop it relevantly or at any length.
Band 4	<b>3-4</b>	Selects points from the material rather literally AND/OR uses material thinly. Does not combine points into a good case.
Band 5	<b>1-2</b>	Parts of the answer are relevant, though material may be repeated injudiciously or wrongly used.
Band 6	<b>0</b>	Answer does not relate to question and/or too much unselective copying directly from the material to gain a mark in Band 5.

Mark 1-7 where candidates make reference to the passages. Also credit Dev (development of 1-7 with own thinking).

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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.

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### COMPOSITION TASKS: TABLE A – CONTENT AND STRUCTURE

	ARGUMENTATIVE/DISCURSIVE TASK	DESCRIPTIVE TASK	NARRATIVE TASK
<b>Band 1</b> <b>11-13</b>	<ul style="list-style-type: none"> <li>Consistently <b>well developed, logical</b> stages in an overall, at times <b>complex</b>, argument.</li> <li><b>Each stage is linked</b> to the preceding one, and sentences within paragraphs are soundly sequenced.</li> </ul>	<ul style="list-style-type: none"> <li>There are many well-defined, well-developed ideas and images, describing <b>complex atmospheres</b> with a range of details.</li> <li><b>Overall structure is provided through devices</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative is <b>complex and sophisticated</b> and may contain devices such as sub-texts, flashbacks and time lapses. Cogent details are provided where necessary or appropriate.</li> <li>Different parts of the story are <b>balanced and the climax carefully managed</b>. Sentence sequences are sometimes arranged to produce effects such as the building up of tension or providing a sudden turn of events.</li> </ul>
<b>Band 2</b> <b>9-10</b>	<ul style="list-style-type: none"> <li>Each stage of the argument is <b>defined and developed</b>, although the <b>explanation may not be consistent</b>.</li> <li>The stages follow in a <b>generally cohesive</b> progression. Paragraphs are mostly well sequenced, although some may finish less strongly than they begin.</li> </ul>	<ul style="list-style-type: none"> <li>There is a good selection of <b>interesting ideas and images, with a range of details</b>.</li> <li>These are formed into an <b>overall picture of some clarity</b>, 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.</li> </ul>	<ul style="list-style-type: none"> <li>The writing <b>develops some interesting features</b> but not consistently so. Expect the use of detail and some attention to character or setting.</li> <li>Writing is orderly and the beginning and ending (where required) are satisfactorily managed. <b>The reader is fully aware of the climax even if it is not fully effective</b>. Sequencing of sentences provides clarity and engages the reader in events or atmosphere.</li> </ul>
<b>Band 3</b> <b>7-8</b>	<ul style="list-style-type: none"> <li>There is a <b>series of relevant points</b> and a clear attempt is made to develop some of them. These points are relevant, straightforward and logical/coherent.</li> <li>Repetition is avoided, but the order of the stages in the overall argument can be changed without adverse effect.</li> </ul>	<ul style="list-style-type: none"> <li>There is a <b>selection of relevant ideas, images and details</b>, which satisfactorily address the task. An attempt is made to create atmosphere.</li> <li>The description provides a <b>series of points</b> rather than a sense of their being combined to make an overall picture, but some of the ideas are</li> </ul>	<ul style="list-style-type: none"> <li>A <b>straightforward story</b> (or part of story) with identification of features such as character and setting.</li> <li>While <b>opportunities for appropriate development of ideas are sometimes missed</b>, overall structure is competent, and some features of a developed narrative are evident. Sentences are</li> </ul>

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	The sequence of the sentences within paragraphs is satisfactory, <b>but the linking of ideas maybe insecure.</b>	developed successfully, albeit straightforwardly. Some sentences are well sequenced.	usually sequenced to narrate events clearly.
<b>Band 4</b> <b>5-6</b>	<ul style="list-style-type: none"> <li>Mainly relevant points are made and they are <b>developed partially with some brief effectiveness.</b></li> <li>The overall argument shows signs of structure but may be sounder at the beginning than at the end. There may be some <b>repetition.</b> The sequence of sentences may be occasionally insecure.</li> </ul>	<ul style="list-style-type: none"> <li>Some relevant ideas are provided and <b>occasionally developed a little, perhaps as a narrative.</b> There are some descriptive/atmospheric episodes or feeling of atmosphere, but the use of event may overshadow them.</li> <li>There is some overall structure, but the writing <b>may lack direction and intent.</b> There may be interruptions in the sequence of sentences and/or some lack of clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Responds relevantly to the topic, but is <b>largely a series of events</b> with only occasional details of character and setting.</li> <li>Overall structure is sound, but there are examples where <b>particular parts are too long or too short.</b> The <b>climax is not effectively described or prepared.</b> Sentence sequences narrate events and occasionally contain irrelevances.</li> </ul>
<b>Band 5</b> <b>3-4</b>	<ul style="list-style-type: none"> <li><b>A few relevant points</b> are made and may be expanded into paragraphs, but development is very simple and not always logical.</li> <li>There is a weakness of sequencing overall and within paragraphs. Paragraphing is inconsistent. <b>Repetition and a failure to sustain relevant argument are obvious.</b></li> </ul>	<ul style="list-style-type: none"> <li>Content is relevant <b>but lacking in scope or variety.</b> Opportunities to provide development and detail are frequently missed.</li> <li>There overall structure, though readily discernible, <b>lacks form and dimension.</b> The reliance on identifying events, objects and/or people sometimes leads to a sequence of sentences without progression.</li> </ul>	<ul style="list-style-type: none"> <li>A <b>simple narrative</b> with a beginning, middle and end (where appropriate). It may consist of simple, everyday happenings or fantastic, non-engaging events. Content may seem immature.</li> <li><b>Unequal or inappropriate importance is given to the parts of the story.</b> Dialogue may be used ineffectively. There is no real climax. Sentence sequences are used only to link simple series of events.</li> </ul>
<b>Band 6</b> <b>1-2</b>	<ul style="list-style-type: none"> <li><b>A few points are discernible</b> but any attempt to develop them is very limited.</li> <li>Overall argument <b>only progresses here and there</b> and the sequence of sentences is poor.</li> </ul>	<ul style="list-style-type: none"> <li>Some relevant facts are identified, but the <b>overall picture is unclear</b> and lacks development.</li> <li>There are examples of sequenced sentences, but there is also <b>repetition and muddled ordering.</b></li> </ul>	<ul style="list-style-type: none"> <li>Stories are <b>very simple and narrate events indiscriminately.</b> Endings are simple and lack effect.</li> <li>The <b>shape of the narrative is unclear;</b> some of the content has no relevance to the plot. Sequences of sentences are sometimes poor, leading to lack of clarity.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.</li> </ul>

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**COMPOSITION TASKS: TABLE B: STYLE AND ACCURACY**

Band 1	<b>11-12</b>	<b>Writing is consistent, stylistically fluent, linguistically strong and accurate, has clear sense of audience</b> <ul style="list-style-type: none"> <li>• Look for appropriately used ambitious language</li> <li>• Complex sentence structures where appropriate</li> </ul>
Band 2	<b>9-10</b>	<b>Writing is mostly fluent, sometimes linguistically effective and largely accurate, may have some sense of audience</b> <ul style="list-style-type: none"> <li>• Look for signs of a developing style</li> <li>• Some ability to express shades of meaning</li> </ul>
Band 3	<b>7-8</b>	<b>Writing is clear, competent (if plain) in vocabulary and grammar; errors perhaps common, but minor</b> <ul style="list-style-type: none"> <li>• Look for mostly correct sentence separation</li> <li>• Occasional precision and/or interest in choice of words.</li> </ul>
Band 4	<b>5-6</b>	<b>Writing is clear and accurate in places, and expresses general meaning in vocabulary and grammar; errors occasionally serious</b> <ul style="list-style-type: none"> <li>• Look for simple sentences</li> <li>• Errors of sentence separation</li> </ul>
Band 5	<b>3-4</b>	<b>Writing is generally simple in vocabulary and grammar; errors are distracting and sometimes serious but meaning can always be followed</b> <ul style="list-style-type: none"> <li>• Look for definite weaknesses in sentence structures</li> <li>• First language interference</li> </ul>
Band 6	<b>1-2</b>	<b>Writing is very limited in correct vocabulary and grammar; error is persistent; meaning is sometimes blurred</b> <ul style="list-style-type: none"> <li>• Look for faulty and/or rambling sentences</li> <li>• Language insufficient to carry intended meaning</li> </ul>
Band 7	<b>0</b>	<b>Writing is difficult to follow because of inadequate language proficiency, and error.</b>