



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education (9–1)

FIRST LANGUAGE ENGLISH

0627/02

Paper 2 Directed Writing and Composition

May/June 2018

MARK SCHEME

Maximum Mark: 80

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.

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This document consists of **12** printed pages.

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.

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.

Question	Answer	Marks
Section 1: Directed Writing		
1	<p>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 passages for Section 1, Question 1.</p> <p>This question tests writing assessment objectives W1 to W5 (25 marks)</p> <p>W1 Articulate and express what is thought, felt and imagined W2 Organise and structure ideas and opinions for deliberate effect W3 Use a range of appropriate vocabulary and sentence structures W4 Use register appropriate to audience and purpose W5 Make accurate use of spelling, punctuation and grammar</p> <p><i>and</i> reading assessment objectives R3 and R5 (15 marks)</p> <p>R3 Analyse and critically evaluate facts, ideas and opinions using appropriate support from the text R5 Select and synthesise information for specific purpose</p> <p>You work for a national charity. You want to defend your charity against the criticisms in the passages.</p> <p><u>Write an article for a national newspaper.</u></p> <p>In your article, you should:</p> <ul style="list-style-type: none"> • consider how and why charities might use street collections and poster campaigns to raise money • evaluate the arguments made in both of the passages and explain how your charity would react to them. <p>Give reasons and examples to support what you say.</p> <p>You should use evidence from the two passages you have read to help you answer this question. Remember to write the article using your own words.</p> <p>You should write about 250 to 350 words.</p> <p><u>There are up to 15 marks available for the content of your answer, and up to 25 marks are available for the quality of your writing.</u></p>	40

Question	Answer	Marks
1	<p>General notes</p> <p>Candidates are marked for their ability to select, evaluate and synthesise ideas from both passages, bringing them together to create a new response. Expect responses to develop convincing arguments, supporting what they say by reference to examples drawn from both passages and assimilating judgements to offer a persuasive overview. Answers should show evidence of engagement and involvement, but also consider the evidence from a critical distance.</p> <p>Look for an appropriate register for the audience and purpose along with an accurate, clear and balanced response which covers the two areas of the question, is well organised and is in the candidate's own words.</p> <p>The following notes indicate the ideas candidates might use and develop in their responses.</p> <p>You should use Table A to give a mark out of 25 for writing and Table B to give a mark out of 15 for reading.</p> <p>Indicative content Responses <i>might</i> use the following ideas:</p> <p>A1 how and why charities might use street collections and poster campaigns to raise money</p> <ul style="list-style-type: none"> • it is a legal method of raising money for a worthy cause • volunteers want to help – collecting is one way they can do it • town centre is busy – good way to reach a lot of people quickly e.g. can respond to a crisis the next day if collecting, posters are effective in positions where foot flow is high • charities rely on the public for their funding – tactics need to be effective • poverty shock tactics work – e.g. posters inspire people to donate • people have favourite charities – not always aware of others – collecting in street raises awareness of range of issues <p>A2 evaluate the arguments made in both of the passages and explain how your charity would react to them.</p> <ul style="list-style-type: none"> • aggressive tactics – being misinterpreted because it is uncomfortable to be faced with issues; collectors have to be proactive to get noticed / be effective; 'aggressive' reaction to call for a ban of all collectors • rules / regulations around collecting for charities – limits on number of people / days, have to have permission / show name badge / follow guidelines • traders who complain also want money from public – collections are not popular / seen as a nuisance through selfish interpretation as they are blaming them for poor trade • use professional companies as scope of job too large for volunteers / marketing experts can be more efficient in raising funds than amateurs / volunteers; cost effective 	40

Question	Answer	Marks
1	<ul style="list-style-type: none"> • hassling / putting people under pressure to give or pledge money – can say no / less invasive than cold calling / postal campaigns • need to ask questions about accountability of any charity chosen – not all charities can answer questions such as when will it be finished e.g. if helping in a war zone or earthquake hit area needs might be ongoing and changing; not always possible to measure success • need to establish sustainability of charity’s work – is it local / does it adopt a partnership approach; locals may be more supportive / receptive if the charity is involved with a local project – trust them <p>The discriminator is consideration of the arguments in both texts as they affect this particular situation. Evidence should be derived from the ideas and examples in both passages, developing claims and assessing their implications with clear and persuasive arguments.</p>	40

1	<p>Marking criteria for Section 1, Question 1</p> <p>Table A, Writing: Use the following table to give a mark out of 25 for Writing.</p> <p>Band 6 22–25 marks</p> <ul style="list-style-type: none"> • Highly effective register for audience and purpose. • Well-organised and carefully structured for the benefit of the reader. • Precise use of well-chosen vocabulary with consistent use of own words. • Appropriate use of varied sentence structures. • Spelling, punctuation and grammar almost always accurate. <p>Band 5 18–21 marks</p> <ul style="list-style-type: none"> • Effective register for audience and purpose. • Secure overall structure with some helpful organisation of ideas and information. • Some precision in vocabulary and mostly own words. • Appropriate use of sentence structures. • Spelling, punctuation and grammar mainly accurate, with occasional minor errors. <p>Band 4 14–17 marks</p> <ul style="list-style-type: none"> • Sometimes effective register for audience and purpose. • Ideas generally well sequenced. • Vocabulary may be plain but adequate; some use of own words. • Mostly correct, if repetitive, sentence structure. • Spelling, punctuation and grammar generally accurate, but with some errors. <p>Band 3 10–13 marks</p> <ul style="list-style-type: none"> • Some awareness of an appropriate register for audience and purpose. • Relies on the sequence of the original text. • Uses simple vocabulary with some reliance on the wording of the original text. • Straightforward sentences mostly correct; errors in more complex structures. • Frequent errors of spelling, punctuation and grammar, occasionally serious. <p>Band 2 6–9 marks</p> <ul style="list-style-type: none"> • The response is not well sequenced. • There may be frequent lifting of phrases and sentences from the original text. • Persistent errors of spelling, punctuation and grammar sometimes impair communication. 	25
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1	<p>Band 1 1–5 marks</p> <ul style="list-style-type: none">• Excessive copying from original text.• Expression unclear.• Persistent errors of spelling, punctuation and grammar impede communication. <p>Band 0 0 marks</p> <p>A mark of zero should be awarded where response cannot be understood and / or where it is entirely copied from the original.</p>	25
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1	<p>Table B, Reading: Use the following table to give a mark out of 15 for Reading.</p> <p>Band 6 13–15 marks</p> <ul style="list-style-type: none"> • Successfully evaluates ideas and opinions, both implicit and explicit. • Synthesises and develops a wide range of evidence and is consistently well focused on task and texts. • Assimilates information and ideas to offer a convincing overview. <p>Band 5 10–12 marks</p> <ul style="list-style-type: none"> • Some successful evaluation of ideas and opinions, both implicit and explicit. • Synthesises a range of evidence and offers some development with clear focus on task and texts. • Reorganises information and ideas to offer a clear overview. <p>Band 4 7–9 marks</p> <ul style="list-style-type: none"> • Begins to evaluate mainly explicit ideas and opinions. • Selects a range of evidence and is mostly focused on task and texts. • Some sense of overview. <p>Band 3 5–6 marks</p> <ul style="list-style-type: none"> • Selects some straightforward evidence and is sometimes focused on task and texts. • Comments on explicit ideas and opinions. <p>Band 2 3–4 marks</p> <ul style="list-style-type: none"> • Selects a little evidence and offers a general response to the task. • Identifies explicit ideas and opinions. <p>Band 1 1–2 marks</p> <ul style="list-style-type: none"> • Reproduces selected sections of the original text(s). <p>Band 0 0 marks</p> <ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content. 	15
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Section 2: Composition		
2, 3, 4, 5	<p>This question tests writing assessment objectives W1 to W5 (40 marks)</p> <p>Table A W1 Articulate and express what is thought, felt and imagined W2 Organise and structure ideas and opinions for deliberate effect</p> <p>Table B W3 Use a range of appropriate vocabulary and sentence structures W4 Use register appropriate to audience and purpose W5 Make accurate use of spelling, punctuation and grammar</p> <p>You should write about 350 to 450 words on one of the following questions. Answer on this Question Paper.</p> <p><u>Descriptive Writing</u></p> <p><u>Question 2</u> Write a description of a place where there is too much, or too little, rain.</p> <p><u>OR</u></p> <p><u>Question 3</u> Write a description of a place underground.</p> <p><u>OR</u></p> <p><u>Narrative Writing</u></p> <p><u>Question 4</u> Write a story where one character receives help from another character.</p> <p><u>OR</u></p> <p><u>Question 5</u> Write a story which includes the words, ‘This was not what I was expecting.’</p> <p>General notes</p> <p>Candidates are marked for their ability to use language creatively, imaginatively and accurately, writing detailed and evocative descriptions and engaging, credible narratives.</p> <p>Errors should be indicated and taken into account, balancing the level of accuracy with the relative ambition and effectiveness of the response.</p> <p>You should use Table A to give a mark out of 16 for the content and structure of the composition and Table B to give a mark out of 24 for style and accuracy.</p>	40

2, 3, 4, 5	<p>Marking criteria for Section 2, Questions 2, 3, 4 and 5</p> <p>Table A, Composition: Content and structure</p> <p>Band 6 14–16 marks</p> <ul style="list-style-type: none"> • Content is complex, sophisticated and realistic. • Cohesive response. Overall structure is secure and the constituent parts well balanced and carefully managed for deliberate effect. <p>Descriptive <i>Many well-defined and developed ideas and images create a convincing, original, overall picture with varieties of focus.</i></p> <p>Narrative <i>The plot is convincing with elements of fiction such as description, characterisation and climax, and with cogent detail.</i></p> <p>Band 5 11–13 marks</p> <ul style="list-style-type: none"> • Content develops some interesting and realistic features in parts of the writing. • Writing is orderly, and beginnings and endings are satisfactorily managed. <p>Descriptive <i>Frequent well-chosen images and details give an impression of reality, although the overall picture is not consistent.</i></p> <p>Narrative <i>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.</i></p> <p>Band 4 8–10 marks</p> <ul style="list-style-type: none"> • Content is straightforward with ideas, features and images that satisfactorily address the task; some opportunities for development are taken. • Overall structure is competent, and some sentences are well sequenced. <p>Descriptive <i>A selection of relevant ideas, images and details addresses the task, even where there is a tendency to write a narrative.</i></p> <p>Narrative <i>The plot is straightforward and cohesive with some identification of features such as character and setting.</i></p>	16
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2, 3, 4, 5	<p>Band 3 5–7 marks</p> <ul style="list-style-type: none"> Content consists of relevant ideas that are briefly developed. Overall structure is easily followed, though some constituent parts are too long or too short to be effective. <p>Descriptive <i>The task is addressed with a series of ordinary details, which may be more typical of a narrative.</i></p> <p>Narrative <i>Recording of relevant but sometimes unrealistic events outweighs other desirable elements of narrative fiction.</i></p> <p>Band 2 3–4 marks</p> <ul style="list-style-type: none"> Content is simple, and the presentation of ideas and events may only be partially credible. Overall structure is recognisable, though paragraphing is inconsistent and sequences of sentences insecure. <p>Descriptive <i>Where a narrative is written, the recording of events may preclude the use of sufficient descriptive detail.</i></p> <p>Narrative <i>The plot is a simple narrative that may consist of events that are only partially credible, or which are presented with partial clarity.</i></p> <p>Band 1 1–2 marks</p> <ul style="list-style-type: none"> Content is inconsistent in relevance, interest and clarity. Structure is frequently unclear, revealing a limited grasp of purpose. <p>Descriptive <i>Some relevant facts are identified, but the overall picture is unclear and lacks development.</i></p> <p>Narrative <i>The plot lacks coherence and narrates events indiscriminately.</i></p> <p>Band 0 0 marks</p> <ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content or where the response cannot be understood. 	16
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2, 3, 4, 5	<p>Table B, Composition: Style and accuracy</p> <p>Band 6 21–24 marks</p> <ul style="list-style-type: none"> • Highly effective style and consistent sense of audience. • Precise use of well-chosen vocabulary. • Appropriate use of varied sentence structures. • Spelling, punctuation and grammar almost always accurate. <p>Band 5 17–20 marks</p> <ul style="list-style-type: none"> • Effective style and good sense of audience. • Some precision in vocabulary. • Appropriate use of sentence structures. • Spelling, punctuation and grammar mainly accurate; occasional errors arise from ambition. <p>Band 4 13–16 marks</p> <ul style="list-style-type: none"> • Sometimes effective style and some sense of audience. • Vocabulary may be plain but adequate. • Mostly correct, if repetitive, sentence structure. • Minor errors of spelling, punctuation and grammar. <p>Band 3 9–12 marks</p> <ul style="list-style-type: none"> • Some awareness of audience. • Uses simple vocabulary. • Straightforward sentences mostly correct; errors in more complex structures. • Occasionally serious and frequent errors of spelling, punctuation and grammar. <p>Band 2 5–8 marks</p> <ul style="list-style-type: none"> • Limited awareness of audience. • Simple vocabulary may not always be accurately used. • The response is not well sequenced. • Persistent errors of spelling, punctuation and grammar sometimes impair communication. <p>Band 1 1–4 marks</p> <ul style="list-style-type: none"> • Little or no sense of audience. • Limited use of correct vocabulary. • Expression unclear. • Persistent errors of spelling, punctuation and grammar impede. <p>Band 0 0 marks</p> <p>A mark of zero should be awarded where the response cannot be understood.</p>	24
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