



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

FIRST LANGUAGE ENGLISH (9–1)

0627/02

Paper 2 Directed Writing and Composition

May/June 2017

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© IGCSE is a registered trademark.

This syllabus is regulated for use in England as a Cambridge International Level 1/Level 2 (9–1) Certificate.

This document consists of **8** printed pages.

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.

| Question | Answer | Marks |
|------------------------------------|---|-------|
| Section 1: Directed Writing | | |
| 1 | <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>and 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 would like to work from home rather than in the busy office of the global company where you are based at the moment.</p> <p><u>Write a letter</u> to your current employer to request an arrangement to work from home.</p> <p>In your letter you should:</p> <ul style="list-style-type: none"> • address any concerns you feel your employer might have about the idea • explain the advantages for both you <u>and</u> your employer of you working from home <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 letter using your own words.</p> <p>Write about 250 to 350 words.</p> <p><u>Up to 15 marks are available for the content of your answer and up to 25 marks for the quality of your writing.</u></p> | |

| Question | Answer | Marks |
|----------|---|-------|
| | <p>Responses <i>might</i> use the following ideas:</p> <p>A1 concerns the employer may have</p> <ul style="list-style-type: none"> • need to be face to face – attendance at meetings • keeping to deadlines – work more slowly at home / how to check whether working or not • quality of work will suffer if not supervised • affects team spirit / collaboration negatively • impromptu / immediate responses may be more difficult, e.g. not available in breaks / lunchtime <p>A2 advantages for you and the business</p> <ul style="list-style-type: none"> • more productive at home as fewer distractions; able to concentrate as less stressed from journey and quieter environment to work in • often work longer hours – no problems with time keeping / turning up late • economic benefits – smaller office, fewer travel costs • flexibility of working – suits individual’s life style / commitments and can be varied to suit business requirements, for example global company so can schedule according to time zones allowing correspondence / meetings with offices in other countries • work / life balance better – happier employee would mean improved quality of work • aware need to work harder to impress if not in office so would be even more motivated • wider pool of potential employees – including part time / disabled workers too • modern, forward looking – attraction to potential employees and positive image for company <p>The discriminator is the evaluation of the arguments on both sides in order to build a compelling case for home working in this instance. The best answers will consider and counter the disadvantages. Evidence should be derived from the ideas and examples in both passages, developing claims and assessing their implications with clear and persuasive arguments.</p> | |

Marking criteria for Section 1, Question 1

Table A, Writing: Use the following table to give a mark out of 25 for Writing.

| | |
|---|---|
| <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; occasional errors arise from ambition. |
| <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. • Minor errors of spelling, punctuation and grammar. |
| <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. • Occasionally serious and frequent errors of spelling, punctuation and grammar. |
| <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. |
| <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> | <ul style="list-style-type: none"> • A mark of zero should be awarded where response cannot be understood and / or where it is entirely copied from the original. |

Table B. Reading: Use the following table to give a mark out of 15 for Reading.

| | |
|---|--|
| <p>Band 6 13–15 marks</p> | <ul style="list-style-type: none"> • Synthesises and develops a wide range of evidence and is consistently well-focused on task and texts. • Successfully evaluates ideas and opinions, both implicit and explicit. • Assimilates information and ideas to offer a convincing overview. |
| <p>Band 5 10–12 marks</p> | <ul style="list-style-type: none"> • Synthesises a range of evidence and offers some development with clear focus on task and texts. • Some successful evaluation of ideas and opinions, both implicit and explicit. • Re-organises information and ideas to offer a clear overview. |
| <p>Band 4 7–9 marks</p> | <ul style="list-style-type: none"> • Selects a range of evidence and is mostly focused on task and texts. • Begins to evaluate mainly explicit ideas and opinions. • 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. |

| Question | Answer | Marks |
|-------------------------------|--|-------|
| Section 2: Composition | | |
| 2, 3, 4 and 5 | <p>This question tests writing assessment objectives W1 to W5 (40 marks)</p> <p>Table A</p> <p>W1 Articulate and express what is thought, felt and imagined</p> <p>W2 Organise and structure ideas and opinions for deliberate effect</p> <p>Table B</p> <p>W3 Use a range of appropriate vocabulary and sentence structures</p> <p>W4 Use register appropriate to audience and purpose</p> <p>W5 Make accurate use of spelling, punctuation and grammar</p> | |
| | <p>Answer <u>one</u> question in this section.</p> <p>Write about 350 to 450 words on <u>one</u> of the following questions. Answer on this Question Paper.</p> <p><u>Up to 16 marks are available for the content and structure of your answer, and up to 24 marks for the style and accuracy of your writing.</u></p> <p><u>Descriptive Writing</u></p> <p>2 Write a description with the title, ‘The Shop Window’.</p> <p>OR</p> <p>3 Describe your thoughts and feelings as you unpack your belongings on the first night of a stay away from home.</p> <p>OR</p> <p><u>Narrative Writing</u></p> <p>4 Write a story with the title, ‘Taking a Risk’.</p> <p>OR</p> <p>5 Write a story which begins with the words, ‘The room had been empty for a while...’</p> | |

General notes

Candidates are marked for their ability to use language creatively, imaginatively and accurately, writing detailed and evocative descriptions and engaging, credible narratives.

Errors should be indicated and taken into account, balancing the level of accuracy with the relative ambition and effectiveness of the response.

You should use Table A on page 7 to give a mark out of 16 for content and structure, and Table B on page 8 to give a mark out of 24 for style and accuracy.

Marking criteria for *Section 2*, Questions 2, 3, 4 and 5

Table A, Composition: Content and structure

| | |
|------------------------------|--|
| Band 6 14–16 marks | Content is complex, sophisticated and realistic. Cohesive response. Overall structure is secure and the constituent parts well balanced and carefully managed for deliberate effect. |
| Descriptive | <i>Many well-defined and developed ideas and images create a convincing, original, overall picture with varieties of focus.</i> |
| Narrative | <i>The plot is convincing with elements of fiction such as description, characterisation and climax, and with cogent detail.</i> |
| Band 5 11–13 marks | Content develops some interesting and realistic features in parts of the writing. Writing is orderly, and beginnings and endings are satisfactorily managed. |
| Descriptive | <i>Frequent well-chosen images and details give an impression of reality, although the overall picture is not consistent.</i> |
| 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> |
| Band 4 8–10 marks | Content is straightforward with ideas, features and images that satisfactorily address the task; some opportunities for development are taken. |
| Descriptive | <i>A selection of relevant ideas, images and details addresses the task, even where there is a tendency to write a narrative.</i> |
| Narrative | <i>The plot is straightforward and cohesive with some identification of features such as character and setting.</i> |
| Band 3 5–7 marks | 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. |
| Descriptive | <i>The task is addressed with a series of ordinary details, which may be more typical of a narrative.</i> |
| Narrative | <i>Recording of relevant but sometimes unrealistic events outweighs other desirable elements of narrative fiction.</i> |
| Band 2 3–4 marks | 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. |
| Descriptive | <i>Where a narrative is written, the recording of events may preclude the use of sufficient descriptive detail.</i> |
| 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> |

| | |
|-----------------------------------|---|
| Band 1 1–2 marks | Content is inconsistent in relevance, interest and clarity. Structure is frequently unclear, revealing a limited grasp of purpose. |
| Descriptive | <i>Some relevant facts are identified, but the overall picture is unclear and lacks development.</i> |
| Narrative | <i>The plot lacks coherence and narrates events indiscriminately.</i> |
| Band 0 0 marks | A mark of zero should be awarded for no creditable content or where the response cannot be understood. |

Table B, Composition: Style and accuracy

| | |
|-------------------------------------|--|
| Band 6 21–24 marks | <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. |
| Band 5 17–20 marks | <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. |
| Band 4 13–16 marks | <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 and structure. • Minor errors of spelling, punctuation and grammar. |
| Band 3 9–12 marks | <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. |
| Band 2 5–8 marks | <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. |
| Band 1 1–4 marks | <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 communication. |
| Band 0 0 marks | <ul style="list-style-type: none"> • A mark of zero should be awarded where the response cannot be understood. |