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**FIRST LANGUAGE ENGLISH (9–1)**

**0627/02**

Paper 2 Directed Writing and Composition

**May/June 2019**

MARK SCHEME

Maximum Mark: 80

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

This document consists of **11** 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.

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.

### Section 1 Directed Writing

Question	Answer	Marks
1	<p><b>Question 1</b></p> <p>This question tests Writing assessment objectives W1 to W5 (25 marks):</p> <p><b>W1</b> Articulate and express what is thought, felt and imagined  <b>W2</b> Organise and structure ideas and opinions for deliberate effect  <b>W3</b> Use a range of appropriate vocabulary and sentence structures  <b>W4</b> Use register appropriate to audience and purpose  <b>W5</b> Make accurate use of spelling, punctuation and grammar</p> <p>and Reading assessment objectives R3 and R5 (15 marks):</p> <p><b>R3</b> Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text  <b>R5</b> Select and synthesise information for specific purposes.</p>	
	<p><b><u>Write an article</u> for young people about the use of camera phones. In your article you should:</b></p> <ul style="list-style-type: none"> <li>• evaluate the arguments against the use of camera phones</li> <li>• give your advice about using camera phones responsibly.</li> </ul> <p><b>Give reasons and examples to support what you say.</b></p> <p><b>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.</b></p> <p><b>You should write about 250 to 350 words.</b></p>	
	<p><b>General notes</b></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 on page 3 indicate the ideas candidates might use and develop in their responses.</p> <p>You should use Table A on page 4 to give a mark out of 25 for writing and Table B on page 5 to give a mark out of 15 for reading.</p>	

Question	Answer	Marks
1	<p><b>Indicative content:</b></p> <p>Responses <i>might</i> use the following ideas:</p> <p><b>A1: arguments against the use of camera phones</b></p> <ul style="list-style-type: none"> <li>• <b>security</b> [eval: fears of industrial espionage are real (have happened now) in certain situations; irony Samsung should ban camera phones; can also help police with evidence]</li> <li>• <b>invasion of privacy</b> [eval: have been convictions so a genuine issue; pictures can be published/shared immediately without the victim realising it or having any control; can be used to expose wrong doing]</li> <li>• <b>copyright issues</b> [eval: destroying surprise at film releases; pirate copies denying the artists' royalties; shouldn't be charging so much for tickets / should have the right to a record of the experience since have paid for it]</li> <li>• <b>unselective use</b>/users are ignorant of others around them [eval: have not made a conscious decision to take a picture, too easy to just snap everything and edit later; no artistry; other versions of cameras can be annoying too though]</li> <li>• <b>spoiling live entertainment experience</b> [eval: destroys the atmosphere, not in the moment, inconsiderate, to be expected if using stars and/or charging exorbitant ticket prices]</li> <li>• <b>distracts performers</b> [eval: cannot perform to their best if aware of light in audience / professional so should be able to concentrate]</li> <li>• <b>social media is distorting reality</b> [eval: irony that those using it are also complaining]</li> <li>• <b>judged by others as a result</b> [eval: taking pictures to outdo others , not for own pleasure / part of culture now to share e.g. Snapchat story]</li> </ul>	

Question	Answer	Marks
1	<p><b>A2: advice about using camera phones responsibly</b></p> <ul style="list-style-type: none"> <li>• <b>Learn about the value of / importance of images</b> – what is appropriate to share and what isn't e.g. <b>child protection</b> a valid concern and it is difficult to control photos once posted; think about where you mail or post images to</li> <li>• <b>Consider the context or situation</b> – social media part of all of our lives now, a way to record personal memories but a difference when using them in a group situation where experience /concentration of others might be affected e.g. in a classroom / theatre</li> <li>• <b>Consider them a way of keeping a record , not the filter for your life</b> – enjoy the moment</li> <li>• <b>Be aware of security issues</b> – use may be restricted in your workplace / in art gallery / premier of a film – check and respect the rules. Bans usually only appropriate for high security situations – may be restricted in places such as airports, prisons and hospitals</li> <li>• <b>Limit their use / be more selective about what and when you photograph</b> – one photograph of favourite star is enough, do not need to keep taking pictures through the whole performance</li> <li>• <b>Ban</b> – may be the only way to control usage in certain circumstances; self-policing necessary/insufficient; selfish people will ruin it for everyone else</li> </ul> <p>Evaluation of the arguments requires candidates to draw inferences and make judgements about whether the advantages of camera phones outweigh 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**

<b>Band 6</b>	<b>22–25 marks</b>	<ul style="list-style-type: none"> <li>Highly effective register for audience and purpose.</li> <li>Well organised and carefully structured for the benefit of the reader.</li> <li>Precise use of well-chosen vocabulary with consistent use of own words.</li> <li>Appropriate use of varied sentence structures.</li> <li>Spelling, punctuation and grammar almost always accurate.</li> </ul>
<b>Band 5</b>	<b>18–21 marks</b>	<ul style="list-style-type: none"> <li>Effective register for audience and purpose.</li> <li>Secure overall structure with some helpful organisation of ideas and information.</li> <li>Some precision in vocabulary and mostly own words.</li> <li>Appropriate use of sentence structures.</li> <li>Spelling, punctuation and grammar mainly accurate, with occasional minor errors.</li> </ul>
<b>Band 4</b>	<b>14–17 marks</b>	<ul style="list-style-type: none"> <li>Sometimes effective register for audience and purpose.</li> <li>Ideas generally well sequenced.</li> <li>Vocabulary may be plain but adequate; some use of own words.</li> <li>Mostly correct, if repetitive, sentence structure.</li> <li>Spelling, punctuation and grammar generally accurate, but with some errors.</li> </ul>
<b>Band 3</b>	<b>10–13 marks</b>	<ul style="list-style-type: none"> <li>Some awareness of an appropriate register for audience and purpose.</li> <li>Relies on the sequence of the original text.</li> <li>Uses simple vocabulary with some reliance on the wording of the original text.</li> <li>Straightforward sentences mostly correct; errors in more complex structures.</li> <li>Frequent errors of spelling, punctuation and grammar, occasionally serious.</li> </ul>
<b>Band 2</b>	<b>6–9 marks</b>	<ul style="list-style-type: none"> <li>The response is not well sequenced.</li> <li>There may be frequent lifting of phrases and sentences from the original text.</li> <li>Persistent errors of spelling, punctuation and grammar sometimes impair communication.</li> </ul>
<b>Band 1</b>	<b>1–5 marks</b>	<ul style="list-style-type: none"> <li>Excessive copying from original text.</li> <li>Expression unclear.</li> <li>Persistent errors of spelling, punctuation and grammar impede communication.</li> </ul>
<b>Band 0</b>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>A mark of zero should be awarded where response cannot be understood and/or where it is entirely copied from the original.</li> </ul>

**Table B, Reading**

<b>Band 6</b>	<b>13–15 marks</b>	<ul style="list-style-type: none"> <li>• Successfully evaluates ideas and opinions, both implicit and explicit.</li> <li>• Synthesises and develops a wide range of evidence and is consistently well focused on task and texts.</li> <li>• Assimilates information and ideas to offer a convincing overview.</li> </ul>
<b>Band 5</b>	<b>10–12 marks</b>	<ul style="list-style-type: none"> <li>• Some successful evaluation of ideas and opinions, both implicit and explicit.</li> <li>• Synthesises a range of evidence and offers some development with clear focus on task and texts.</li> <li>• Reorganises information and ideas to offer a clear overview.</li> </ul>
<b>Band 4</b>	<b>7–9 marks</b>	<ul style="list-style-type: none"> <li>• Begins to evaluate mainly explicit ideas and opinions.</li> <li>• Selects a range of evidence and is mostly focused on task and texts.</li> <li>• Some sense of overview.</li> </ul>
<b>Band 3</b>	<b>5–6 marks</b>	<ul style="list-style-type: none"> <li>• Selects some straightforward evidence and is sometimes focused on task and texts.</li> <li>• Comments on explicit ideas and opinions.</li> </ul>
<b>Band 2</b>	<b>3–4 marks</b>	<ul style="list-style-type: none"> <li>• Selects a little evidence and offers a general response to the task.</li> <li>• Identifies explicit ideas and opinions.</li> </ul>
<b>Band 1</b>	<b>1–2 marks</b>	<ul style="list-style-type: none"> <li>• Reproduces selected sections of the original text(s).</li> </ul>
<b>Band 0</b>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>• A mark of zero should be awarded for no creditable content.</li> </ul>

## Section 2 Composition

Question	Answer	Marks
2, 3, 4, 5	<p><b>Questions 2, 3, 4, 5</b> This question tests Writing assessment objectives W1 to W5 (40 marks):</p> <p>Table A <b>W1</b> Articulate and express what is thought, felt and imagined <b>W2</b> Organise and structure ideas and opinions for deliberate effect.</p> <p>Table B <b>W3</b> Use a range of appropriate vocabulary and sentence structures <b>W4</b> Use register appropriate to audience and purpose <b>W5</b> Make accurate use of spelling, punctuation and grammar.</p>	<b>40</b>
	<p><b>You should write about 350 to 450 words on <u>one</u> of the following questions.</b></p> <p><b><u>Descriptive Writing</u></b></p> <p><b>Question 2</b> <b>Write a description of a busy children’s playground.</b></p> <p><b><u>OR</u></b></p> <p><b>Question 3</b> <b>Write a description of the first moments after arriving on a new planet.</b></p> <p><b><u>OR</u></b></p> <p><b><u>Narrative Writing</u></b></p> <p><b>Question 4</b> <b>Write a story that involves a character who just wants to help.</b></p> <p><b><u>OR</u></b></p> <p><b>Question 5</b> <b>Write a story which includes the words, ‘It must have moved’.</b></p>	
	<p><b>General notes</b></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 on page 9 to give a mark out of 16 for the content and structure of the composition and Table B on page 11 to give a mark out of 24 for style and accuracy.</p>	

**Table A, Composition: Content and structure**

<b>Band 6</b>	<b>14–16 marks</b>	<ul style="list-style-type: none"> <li>Content is complex, engaging and realistic.</li> <li>Cohesive response. Overall structure is secure and the constituent parts well balanced and carefully managed for deliberate effect.</li> </ul>
<b>Descriptive</b>		<i>Many well-defined and developed ideas and images create a convincing, original, overall picture with varieties of focus.</i>
<b>Narrative</b>		<i>The plot is convincing, with elements of fiction such as description, characterisation and climax, and with cogent detail.</i>
<b>Band 5</b>	<b>11–13 marks</b>	<ul style="list-style-type: none"> <li>Content develops some interesting and realistic features in parts of the writing.</li> <li>Writing is orderly, and beginnings and endings are satisfactorily managed.</li> </ul>
<b>Descriptive</b>		<i>Frequent, well-chosen images and details give an impression of reality, although the overall picture is not sustained.</i>
<b>Narrative</b>		<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>
<b>Band 4</b>	<b>8–10 marks</b>	<ul style="list-style-type: none"> <li>Content is straightforward, with ideas, features and images that satisfactorily address the task; some opportunities for development are taken.</li> <li>Overall structure is competent and some sentences are well sequenced.</li> </ul>
<b>Descriptive</b>		<i>A selection of relevant ideas, images and details addresses the task, even where there is a tendency to write a narrative.</i>
<b>Narrative</b>		<i>The plot is straightforward and cohesive, with some identification of features such as character and setting.</i>
<b>Band 3</b>	<b>5–7 marks</b>	<ul style="list-style-type: none"> <li>Content consists of relevant ideas that are briefly developed.</li> <li>Overall structure is easily followed, though some constituent parts are too long or too short to be effective.</li> </ul>
<b>Descriptive</b>		<i>The task is addressed with a series of ordinary details, which may be more typical of a narrative.</i>
<b>Narrative</b>		<i>The recording of mostly relevant, if sometimes not always convincing, events begins to dominate other desirable elements of narrative fiction.</i>
<b>Band 2</b>	<b>3–4 marks</b>	<ul style="list-style-type: none"> <li>Content is simple, and the presentation of ideas and events may only be partially credible.</li> <li>Overall structure is recognisable, though paragraphing is inconsistent and sequences of sentences insecure.</li> </ul>
<b>Descriptive</b>		<i>Where a narrative is written, the recording of events may preclude the use of sufficient descriptive detail.</i>
<b>Narrative</b>		<i>The plot is a simple narrative that may consist of events that are only partially credible or are presented with partial clarity.</i>

<b>Band 1</b>	<b>1–2 marks</b>	<ul style="list-style-type: none"><li>• Content is inconsistent in relevance, interest and clarity.</li><li>• Structure is frequently unclear, revealing a limited grasp of purpose.</li></ul>
<b>Descriptive</b>		<i>Some relevant facts are identified, but the overall picture is unclear and lacks development.</i>
<b>Narrative</b>		<i>The plot lacks coherence and events are narrated indiscriminately.</i>
<b>Band 0</b>	<b>0 marks</b>	A mark of zero should be awarded for no creditable content or where the response cannot be understood.

**Table B, Composition: style and accuracy**

<b>Band 6</b>	<b>21–24 marks</b>	<ul style="list-style-type: none"> <li>Highly effective style and consistent sense of audience.</li> <li>Precise use of well-chosen vocabulary.</li> <li>Appropriate use of varied sentence structures.</li> <li>Spelling, punctuation and grammar almost always accurate.</li> </ul>
<b>Band 5</b>	<b>17–20 marks</b>	<ul style="list-style-type: none"> <li>Effective style and good sense of audience.</li> <li>Some precision in vocabulary.</li> <li>Appropriate use of sentence structures.</li> <li>Spelling, punctuation and grammar mainly accurate, with occasional minor errors.</li> </ul>
<b>Band 4</b>	<b>13–16 marks</b>	<ul style="list-style-type: none"> <li>Sometimes effective style and some sense of audience.</li> <li>Vocabulary may be plain but adequate.</li> <li>Mostly correct, if repetitive, sentence structure.</li> <li>Spelling, punctuation and grammar generally accurate, but with some errors.</li> </ul>
<b>Band 3</b>	<b>9–12 marks</b>	<ul style="list-style-type: none"> <li>Some awareness of audience.</li> <li>Uses simple vocabulary.</li> <li>Straightforward sentences mostly correct; errors in more complex structures.</li> <li>Frequent errors of spelling, punctuation and grammar, occasionally serious.</li> </ul>
<b>Band 2</b>	<b>5–8 marks</b>	<ul style="list-style-type: none"> <li>Limited awareness of audience.</li> <li>Simple vocabulary may not always be accurately used.</li> <li>The response is not well sequenced.</li> <li>Persistent errors of spelling, punctuation and grammar sometimes impair communication.</li> </ul>
<b>Band 1</b>	<b>1–4 marks</b>	<ul style="list-style-type: none"> <li>Little or no sense of audience.</li> <li>Limited use of correct vocabulary.</li> <li>Expression unclear.</li> <li>Persistent errors of spelling, punctuation and grammar impede communication.</li> </ul>
<b>Band 0</b>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>A mark of zero should be awarded where the response cannot be understood.</li> </ul>