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**FIRST LANGUAGE ENGLISH (9–1)**

**0627/02**

Paper 2 Directed Writing and Composition

**October/November 2018**

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.

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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.

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>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 purpose</p>	
	<p><b>Imagine you attend a school or college which wants to improve pupils' attitudes towards school sports and their participation in them.</b></p> <p><b><u>Write a letter</u> to the headteacher giving your views on how this might be achieved.</b></p> <p><b>In your letter you should:</b></p> <ul style="list-style-type: none"> <li><b>consider the views and arguments in both passages</b></li> <li><b>suggest ways in which attitudes and participation in school sports could be improved.</b></li> </ul> <p><b>You should use evidence from the two passages you have read to help you answer this question.</b></p> <p><b>Remember to write your letter using your own words.</b></p> <p><b>Write about 250 to 350 words.</b></p> <p><b><u>There are up to 25 marks available for the quality of your writing and 15 marks available for the content of your answer.</u></b></p>	40

Question	Answer	Marks
1	<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 indicate the ideas candidates might use and develop in their responses.</p>	

Question	Answer	Marks
1	<p><b>Indicative content</b></p> <p><b>Responses <i>might</i> use the following ideas:</b></p> <p><b>Views and arguments, and ways in which they may be evaluated</b></p> <p><b>Passage A:</b></p> <ul style="list-style-type: none"> <li>teenagers are deeply self-conscious about their bodies – some inference that compulsory PE is cruel and maybe shouldn't be promoted at all</li> <li>some scepticism about schools' right to or wisdom in not accepting sick notes</li> <li>changes in teenage bodies make this time particularly embarrassing – mitigating this might improve participation</li> <li>people who are not good at PE will not enjoy it – this would need thought before participation improved</li> <li>some inference that technology drives the culture's excessive body-consciousness</li> <li>'bunking off' is a generational problem therefore difficult to change</li> <li>some suggestion that academic achievement is or should be worth more than sports</li> <li>compulsory PE may actually prevent teenagers from enjoying sport until they're older</li> <li>forcing teenagers to do anything is counter-productive</li> <li>overview – it may well be impossible to force teenagers to do PE because of deep-seated personal and cultural factors. Maybe it's not worth the effort when many will come to it in their own time</li> </ul> <p><b>Passage B:</b></p> <ul style="list-style-type: none"> <li>future Olympic champions can be found in school PE classes</li> <li>sporting achievement can foster academic confidence</li> <li>most students believe that competition is unhelpful in school sports – reducing competition might increase participation</li> <li>obesity figures mean schools must enforce physical exercise</li> <li>competition or some students and parents in the main point of sport</li> <li>competition can be better managed – match abilities and physique to ensure a fair competition</li> <li>choice in sport could be wider to ensure students find something they can enjoy – one key feature of increased participation</li> <li>focus on personal bests – a different kind of competition</li> <li>competitive sport can teach young people values such as self-control, goal-setting</li> <li>it can also foster resilience in the face of failure – useful adult skills and attributes</li> <li>overview – school sport need not be unpleasant and can retain elements of competition. Needs reworking and rethinking rather than abandoning completely because there are physical, academic and personal benefits</li> </ul> <p>The discriminator is the extent to which the ideas in the passages are evaluated. 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</b>	<p>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>
<b>Band 5</b>	<b>18–21</b>	<p>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>
<b>Band 4</b>	<b>14–17</b>	<p>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>
<b>Band 3</b>	<b>10–13</b>	<p>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>
<b>Band 2</b>	<b>6–9</b>	<p>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>
<b>Band 1</b>	<b>1–5</b>	<p>Excessive copying from original text. Expression unclear. Persistent errors of spelling, punctuation and grammar impede communication.</p>
<b>Band 0</b>	<b>0</b>	<p>A mark of zero should be awarded where response cannot be understood and/or where it is entirely copied from the original.</p>

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

<b>Band 6</b>	<b>13–15</b>	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.
<b>Band 5</b>	<b>10–12</b>	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.
<b>Band 4</b>	<b>7–9</b>	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.
<b>Band 3</b>	<b>5–6</b>	Selects some straightforward evidence and is sometimes focused on task and texts. Comments on explicit ideas and opinions.
<b>Band 2</b>	<b>3–4</b>	Selects a little evidence and offers a general response to the task. Identifies explicit ideas and opinions.
<b>Band 1</b>	<b>1–2</b>	Reproduces selected sections of the original text(s).
<b>Band 0</b>	<b>0</b>	A mark of zero should be awarded for no creditable content.

## Section 2: Composition

Question	Answer	Marks
2, 3, 4, 5	<p>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>	
	<p><b>You should write about 350 to 450 words on <u>one</u> of the following questions. Answer on this Question Paper.</b></p> <p><b><u>There are up to 16 marks available for the content and structure of your answer, and 24 marks available for the style and accuracy of your writing.</u></b></p> <p><b><u>Descriptive writing</u></b></p> <p><b><u>Question 2</u></b>  <b>Imagine you wake up on the first morning of an unusual holiday away from home. Describe what you see and hear, and your thoughts and feelings at the time.</b></p> <p><b><u>OR</u></b></p> <p><b><u>Question 3</u></b>  <b>Imagine you are taking part in a concert or production. Describe what you see, hear and feel behind the stage and in the dressing rooms just before the concert or production begins.</b></p> <p><b><u>OR</u></b></p> <p><b><u>Narrative writing</u></b></p> <p><b><u>Question 4</u></b>  <b>Write a story with the title, ‘The Return’.</b></p> <p><b><u>OR</u></b></p> <p><b><u>Question 5</u></b>  <b>Write a story which begins with the words, ‘I had an uneasy feeling the first time I saw our new neighbours ... ’</b></p>	40



Question	Answer	Marks
2, 3, 4, 5	<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 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>	

Table A, Composition: Content and structure

<b>Band 6</b>	<b>14–16</b>	<b>Content is complex, sophisticated and realistic. Cohesive response. Overall structure is secure and the constituent parts well balanced and carefully managed for deliberate effect.</b>
<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</b>	<b>Content develops some interesting and realistic features in parts of the writing. Writing is orderly, and beginnings and endings are satisfactorily managed.</b>
<b>Descriptive</b>		Frequent well-chosen images and details give an impression of reality, although the overall picture is not consistent.
<b>Narrative</b>		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.
<b>Band 4</b>	<b>8–10</b>	<b>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.</b>
<b>Descriptive</b>		A selection of relevant ideas, images and details addresses the task, even where there is a tendency to write a narrative.
<b>Narrative</b>		The plot is straightforward and cohesive with some identification of features such as character and setting.
<b>Band 3</b>	<b>5–7</b>	<b>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.</b>
<b>Descriptive</b>		The task is addressed with a series of ordinary details, which may be more typical of a narrative.
<b>Narrative</b>		Recording of relevant but sometimes unrealistic events outweighs other desirable elements of narrative fiction.
<b>Band 2</b>	<b>3–4</b>	<b>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.</b>
<b>Descriptive</b>		Where a narrative is written, the recording of events may preclude the use of sufficient descriptive detail.
<b>Narrative</b>		The plot is a simple narrative that may consist of events that are only partially credible or which are presented with partial clarity.

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

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

<b>Band 6</b>	<b>21–24</b>	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.
<b>Band 5</b>	<b>17–20</b>	Effective style and good sense of audience. Some precision in vocabulary. Appropriate use of sentence structures. Spelling, punctuation and grammar mainly accurate with occasional minor errors.
<b>Band 4</b>	<b>13–16</b>	Sometimes effective style and some sense of audience. Vocabulary may be plain but adequate. Mostly correct, if repetitive, sentence structure. Spelling, punctuation and grammar generally accurate, but with some errors.
<b>Band 3</b>	<b>9–12</b>	Some awareness of audience. Uses simple vocabulary. Straightforward sentences mostly correct; errors in more complex structures. Frequent errors of spelling, punctuation and grammar, occasionally serious.
<b>Band 2</b>	<b>5–8</b>	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.
<b>Band 1</b>	<b>1–4</b>	Little or no sense of audience. Limited use of correct vocabulary. Expression unclear. Persistent errors of spelling, punctuation and grammar impede communication.
<b>Band 0</b>	<b>0</b>	A mark of zero should be awarded where the response cannot be understood.