Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH
Paper 3 Directed Writing and Composition
MARK SCHEME
Maximum Mark: 50

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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Section 1: Directed Writing

Question 1

This question tests writing assessment objectives W1 to W5 (15 marks)

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use a register appropriate to audience and context
W5 make accurate use of spelling, punctuation and grammar

and reading assessment objectives R1 to R3 (10 marks)

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions

Write a letter to Paul Lifschultz, giving your views on what you have read in the article. You should:

- identify and evaluate the writer’s arguments;
- explain how far you agree with Paul Lifschultz’s attitude.

Base your letter on what you have read in the article, but be careful to use your own words. Address each of the three bullets.

Begin your letter, ‘Dear Mr Lifschultz...’

Write about 250 to 300 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing. [25]
Responses might use the following ideas from the passage:

- shop staff no longer take customer care seriously
- shop customers are also not polite to staff
- city life is too frenetic for people to bother with common courtesy
- these attitudes have begun to affect behaviour in smaller towns
- parents don't expect teenagers to be polite
- teachers say incivility is more common than aggression in schools
- professional politeness is fake and not the same as common courtesy

There may be some use of evaluative points, such as:

- the writer's views are old-fashioned and no longer appropriate
- different norms of behaviour are expected in modern cities
- people don't have time for extravagant gestures of courtesy
- the writer's attitudes to young people are exaggerated and over-general
- there is some contradiction in the writer's distrust of 'professional politeness'
- the writer comes across as nostalgic for some past era rather than realistic

The discriminator is the evaluation of the arguments, which requires candidates to draw inferences and make judgements about whether the writer’s views on courtesy are valid. Perceptive responses may discuss different ideas about courtesy, and this should affect the decision. Ideas and opinions must be derived from the passage, developing its claims and assessing their implications with clear and persuasive arguments.
Marking criteria for Section 1, Question 1.

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

<table>
<thead>
<tr>
<th>Band</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13–15</td>
<td>Consistent sense of audience; authoritative and appropriate style. Fluent, varied sentences; wide range of vocabulary. Strong sense of structure, paragraphing and sequence. Spelling, punctuation and grammar almost always accurate.</td>
</tr>
<tr>
<td>2</td>
<td>10–12</td>
<td>Sense of audience mostly secure; there is evidence of style and fluency; sentences and vocabulary are effective. Secure overall structure; mostly well-sequenced. Spelling, punctuation and grammar generally accurate.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>Occasional sense of audience; mostly written in correctly structured sentences; vocabulary may be plain but adequate for the task; mostly quite well structured. Minor, but more frequent, errors of spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>4</td>
<td>5–6</td>
<td>Inconsistent style; simple or faultily constructed sentences; vocabulary simple; basic structure. Frequent errors of spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>5</td>
<td>3–4</td>
<td>Inappropriate expression; the response is not always well sequenced. Errors of spelling, punctuation and grammar impair communication.</td>
</tr>
<tr>
<td>6</td>
<td>1–2</td>
<td>Expression unclear; flawed sentence construction and order. Persistent errors of spelling, punctuation and grammar impede communication.</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>The response cannot be understood.</td>
</tr>
</tbody>
</table>

Table B, Reading:
Use the following table to give a mark out of 10 for Reading.

<table>
<thead>
<tr>
<th>Band</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9–10</td>
<td>Gives a thorough, perceptive, convincing response. Reads effectively between the lines. Shows understanding by developing much of the reading material and assimilating it into a response to the task.</td>
</tr>
<tr>
<td>2</td>
<td>7–8</td>
<td>Some evidence of evaluation, engaging with a few of the main points with success. Uses reading material to support the argument. Occasionally effective development of ideas from the passages.</td>
</tr>
<tr>
<td>3</td>
<td>5–6</td>
<td>Reproduces a number of points to make a satisfactory response. The response covers the material adequately, but may miss opportunities to develop it relevantly or at length.</td>
</tr>
<tr>
<td>4</td>
<td>3–4</td>
<td>Selects points from the passages rather literally and/or uses the material thinly. Points should be connected.</td>
</tr>
<tr>
<td>5</td>
<td>1–2</td>
<td>Parts of the response are relevant, though the material may be repeated or used inappropriately.</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>There is very little or no relevance to the question or to the passages, or the response copies unselectively or directly from the passages.</td>
</tr>
</tbody>
</table>
Section 2: Composition

Questions 2, 3, 4 and 5

This question tests writing assessment objectives W1 to W5 (15 marks)

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use register appropriate to audience and context
W5 make accurate use of spelling, punctuation and grammar

Write about 300 to 450 words on one of the following questions.

Up to 13 marks are available for the content and structure of your answer, and up to 12 marks for the style and accuracy of your writing.

Descriptive Writing

2 Imagine you are watching a spectacular sunset with friends or family. Describe what you see and hear, and your thoughts and feelings as you watch.

OR

3 During a walk through open country, you stop for a few moments. Describe what you see and hear, and the effect it has on your thoughts and feelings.

Narrative Writing

4 Write a story with the title, ‘Home At Last’.

OR

5 Write a story which involves a meeting between enemies.

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

Use table A to give a mark out of 13 for content and structure, and table B to give a mark out of 12 for style and accuracy.
<table>
<thead>
<tr>
<th>Band</th>
<th>Marks</th>
<th>General criteria</th>
<th>Specific criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>W1:</strong> Content is complex, sophisticated and realistic.</td>
<td><strong>Descriptive Writing</strong>&lt;br&gt;Many well-defined and developed ideas and images create a convincing, original, overall picture with varieties of focus.</td>
</tr>
<tr>
<td>Band 1</td>
<td>11–13</td>
<td><strong>W2:</strong> Overall structure is secure and the constituent parts well balanced and carefully managed.</td>
<td><strong>Narrative Writing</strong>&lt;br&gt;The plot is convincing with elements of fiction such as description, characterisation and climax, and with cogent detail.</td>
</tr>
<tr>
<td>Band 2</td>
<td>9–10</td>
<td><strong>W1:</strong> Content develops some interesting and realistic features in parts of the writing. <strong>W2:</strong> Writing is orderly, and beginnings and endings are satisfactorily managed.</td>
<td><strong>Descriptive Writing</strong>&lt;br&gt;Frequent, well-chosen images and details give an impression of reality, although the overall picture is not consistent.</td>
</tr>
<tr>
<td>Band 3</td>
<td>7–8</td>
<td><strong>W1:</strong> Content is straightforward with ideas, features and images that satisfactorily address the task; some opportunities for development are taken. <strong>W2:</strong> Overall structure is competent and some sentences are well sequenced.</td>
<td><strong>Descriptive Writing</strong>&lt;br&gt;A selection of relevant ideas, images and details addresses the task, even where there is a tendency to write a narrative.</td>
</tr>
<tr>
<td>Band 4</td>
<td>5–6</td>
<td><strong>W1:</strong> Content consists of relevant ideas that are briefly developed. <strong>W2:</strong> Overall structure is easily followed, though some constituent parts are too long or too short to be effective.</td>
<td><strong>Descriptive Writing</strong>&lt;br&gt;The task is addressed with a series of ordinary details, which may be more typical of a narrative.</td>
</tr>
</tbody>
</table>

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<th>Specific criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Band 5</strong></td>
<td>3–4</td>
<td><strong>W1:</strong> Content is simple, and the presentation of ideas and events may only be partially credible. <strong>W2:</strong> Overall structure is recognisable though paragraphing is inconsistent and sequences of sentences insecure.</td>
</tr>
<tr>
<td><strong>Band 6</strong></td>
<td>1–2</td>
<td><strong>W1:</strong> Content is inconsistent in relevance, interest and clarity. <strong>W2:</strong> Structure is frequently unclear, revealing a limited grasp of purpose.</td>
</tr>
<tr>
<td><strong>Band 7</strong></td>
<td>0</td>
<td><strong>W1:</strong> Content is rarely relevant and there is little material. <strong>W2:</strong> The structure is disorderly.</td>
</tr>
</tbody>
</table>
### Table B, Composition: Style and accuracy

| Band | 11–12 | Writing is consistent, stylistically fluent, linguistically strong and almost always accurate; has sense of audience.  
W3: Consistently wide range of appropriate vocabulary.  
W4: Subtle and effective sense of audience; appropriate use of varied sentence structures.  
W5: Spelling, punctuation and grammar almost always accurate. |
|------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Band 2 | 9–10 | Writing is mostly fluent, sometimes linguistically effective and generally accurate; may have some sense of audience.  
W3: Obvious attempt to use range of vocabulary to interest the reader.  
W4: Partial or inferred sense of audience, with appropriate sentence structures.  
W5: Spelling, punctuation and grammar mainly accurate. |
| Band 3 | 7–8 | Writing is clear, competent, if plain in vocabulary and grammatical structures; errors minor, but frequent.  
W3: Occasional precision and/or interest in choice of words.  
W4: Accurate if repetitive sentence structures  
W5: Minor but frequent errors of spelling, punctuation and grammar. |
| Band 4 | 5–6 | Writing is clear and accurate in places, and uses limited vocabulary and grammatical structures; errors occasionally serious.  
W3: Plain but mostly correct choice of words.  
W4: Correct use of simple sentence structures; some errors of sentence separation.  
W5: Frequent errors of spelling, punctuation and grammar. |
| Band 5 | 3–4 | Writing is simple in vocabulary and grammar; overall meaning can be followed, but errors are distracting and sometimes impair communication.  
W3: Words may sometimes communicate meaning satisfactorily.  
W4: Frequent weakness in sentence structures.  
W5: Errors of spelling, punctuation and grammar impair communication. |
| Band 6 | 1–2 | Writing is weak in vocabulary and grammar; persistent errors impede communication.  
W3: Insufficient language to carry intended meaning.  
W4: Faulty and/or rambling sentence structures.  
W5: Persistent errors of spelling, punctuation and grammar impede communication. |
| Band 7 | 0 | Writing is impossible to follow. Language proficiency is lacking; incorrect sentences; multiple errors of spelling, punctuation and grammar. |