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**FIRST LANGUAGE ENGLISH (9–1)**

**0627/02**

Paper 2 Directed Writing and Composition

**October/November 2017**

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.

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

Note: 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.

### Section 1: Directed Writing

#### Question 1

This question tests writing assessment objectives W1 to W5 (25 marks)

- 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

and reading assessment objectives R3 and R5 (15 marks)

- R3 Analyse and critically evaluate facts, ideas and opinions using appropriate support from the text
- R5 Select and synthesise information for specific purpose

#### Question 1

**Write an article for your school or college magazine advising young people whether or not to learn to drive at 17.**

**In your article you should:**

- **consider the arguments in both passages**
- **give your advice to young people, based on what you have read.**

**You should give evidence from the two passages you have read to help you answer the question. Remember to write your article using your own words.**

**Give reasons and examples to support what you say.**

**Write about 250 to 350 words.**

**Up to 15 marks are available for the content of your answer, and up to 25 marks for the quality of your writing.**

Responses *might* use the following ideas:

A1 Possible reasons why passing the driving test would not be advised:

In Passage 1

- Driving as a 'rite of passage to the adult world' is old-fashioned/no longer applies
- Teenage drivers are useful to families, driving is just another chore
- Young people already have the freedom that driving used to provide

In Passage 2

- The figures speak for themselves – teenagers are not learning to drive in the numbers they used to
- New drivers face increased dangers on the road
- Many people think young people aren't ready to drive
- The cost of learning to drive is now prohibitive
- Learning to drive doesn't mean access to a car any more
- There are more important financial choices to make for families
- Public transport may be more efficient in cities
- There are environmental costs

A2 Possible reasons in favour of learning to drive:

In Passage 1

- Young drivers can play a part in helping their families
- Learning to drive can teach many useful, practical skills
- It can be a powerful motivator
- It can teach young people decent manners

In Passage 2

- Although they delay learning to drive, young people are still learning
- The accident statistics for young people could suggest that they're not being taught well
- Public transport in many areas is inadequate

A3 Some overview:

- Generalisations are unhelpful: not all young people are reckless/live in cities
- Learning to drive has become the reserve of young people from wealthy families
- Being able to drive is still considered an important life skill
- Environmental concerns show a level of responsibility not seen in previous generations
- Modern driving conditions make driving less appealing: the 'lure of the open road' has become a myth
- There are other 'rites of passage' these days such as going to university is more significant

The discriminator is the extent to which the views in both passages on learning to drive are weighed up and evaluated. The advice given should be balanced and well-reasoned. Evidence should be derived from the ideas and examples in both passages, developing 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 25 for Writing.

<b>Band 6</b>	<b>22–25</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</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; occasional errors arise from ambition.</li> </ul>
<b>Band 4</b>	<b>14–17</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</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 sometimes impair communication.</li> </ul>
<b>Band 2</b>	<b>6–9</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</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</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: Use the following table to give a mark out of 15 for Reading.

<b>Band 6</b>	<b>13–15</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</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>• Re-organises information and ideas to offer a clear overview.</li> </ul>
<b>Band 4</b>	<b>7–9</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</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</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</b>	<ul style="list-style-type: none"> <li>• Reproduces selected sections of the original text(s).</li> </ul>
<b>Band 0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• A mark of zero should be awarded for no creditable content</li> </ul>

**Section 2: Composition****Questions 2, 3, 4, 5**

This question tests writing assessment objectives W1 to W5 (40 marks)

Table A

W1 Articulate and express what is thought, felt and imagined

W2 Organise and structure ideas and opinions for deliberate effect

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

**Answer one question in this section.**

**You should write about 350 to 450 words on one of the following questions. Answer on this Question Paper.**

**There are up to 16 marks available for the content and structure of your answer, and up to 24 marks for the style and accuracy of your writing.**

**Descriptive writing****Question 2**

**Imagine it is your first day in a new school or college. Describe your first impressions and your thoughts and feelings in the first few minutes as you enter the school or college.**

**OR**

**Question 3**

**Describe going on an exciting ride at a fairground or theme park.**

**OR**

**Narrative writing****Question 4**

**Write a story with the title, 'It's never too late'.**

**OR**

**Question 5**

**Write a story which involves an unexpected friendship.**

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

Use Table A on page 7 to give a mark out of 13 for content and structure, and Table B on page 8 to give a mark out of 12 for style and accuracy.

**Marking criteria for Section 2, Questions 2, 3, 4 and 5****Table A, Composition: Content and structure**

<b>Band 6</b>	<b>14–16</b>	<ul style="list-style-type: none"> <li>• <b>Content is complex, sophisticated and realistic.</b></li> <li>• <b>Cohesive response. Overall structure is secure and the constituent parts well balanced and carefully managed for deliberate effect.</b></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</b>	<ul style="list-style-type: none"> <li>• <b>Content develops some interesting and realistic features in parts of the writing.</b></li> <li>• <b>Writing is orderly, and beginnings and endings are satisfactorily</b></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</b>	<ul style="list-style-type: none"> <li>• <b>Content is straightforward with ideas, features and images that satisfactorily address the task; some opportunities for development are taken.</b></li> <li>• <b>Overall structure is competent and some sentences are well sequenced.</b></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</b>	<ul style="list-style-type: none"> <li>• <b>Content consists of relevant ideas that are briefly developed.</b></li> <li>• <b>Overall structure is easily followed, though some constituent parts are too long or too short to be effective.</b></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>Recording of relevant but sometimes unrealistic events outweighs other desirable elements of narrative fiction.</i>
<b>Band 2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• <b>Content is simple, and the presentation of ideas and events may only be partially credible.</b></li> <li>• <b>Overall structure is recognisable, though paragraphing is inconsistent and sequences of sentences insecure.</b></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 which are presented with partial clarity.</i>
<b>Band 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• <b>Content is inconsistent in relevance, interest and clarity.</b></li> <li>• <b>Structure is frequently unclear, revealing a limited grasp of purpose.</b></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 narrates events indiscriminately.</i>
<b>Band 0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• <b>A mark of zero should be awarded for no creditable content or where the response cannot be understood.</b></li> </ul>

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

<b>Band 6</b>	<b>21–24</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</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; occasional errors arise from ambition.</li> </ul>
<b>Band 4</b>	<b>13–16</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>• Minor errors of spelling, punctuation and grammar.</li> </ul>
<b>Band 3</b>	<b>9–12</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>• Occasionally serious and frequent errors of spelling, punctuation and grammar.</li> </ul>
<b>Band 2</b>	<b>5–8</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</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</b>	<ul style="list-style-type: none"> <li>• A mark of zero should be awarded where the response cannot be understood.</li> </ul>