



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

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**FIRST LANGUAGE ENGLISH**

**0627/02**

Paper 2 Directed Writing and Composition

**For Examination from 2017**

SPECIMEN MARK SCHEME

**2 hours**

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**MAXIMUM MARK: 80**

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This syllabus is regulated 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 passages for Section 1, Question 1.

### 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 purposes.

#### Question 1

**Your elderly relative lives alone and is considering joining the Homeshare scheme. They think this might help not just themselves, but a young person too. They are determined to remain independent and have contacted you for advice.**

**Write a letter to your elderly relative, in which you should:**

- **Explain what you think might be the advantages and potential disadvantages for any young person sharing your relative's house in the Homeshare scheme.**
- **Evaluate whether you think joining the Homeshare scheme would be a good idea for your relative or not. Give reasons and examples to support what you say.**

**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.**

**Write about 250 to 350 words.**

**[40]**

#### General notes

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.

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.

The following notes on page 3 indicate the ideas candidates might use and develop in their responses.

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.

## Indicative content

Responses *might* use the following ideas:

### Advantages for a young person joining the scheme:

- Desirable/convenient area
- Attractive property
- Affordable compared to conventional renting
- Company
- New perspective on life – learn from experience
- Meet interesting people
- Practicalities (no major moving expense, e.g. furniture, internet etc.)

### Potential disadvantages for a young person:

- Commitment
- Nature of the tasks required (chores/boring chats/dressing someone)
- Responsibility (if medical need/emergency)
- Limited freedom
- Insecure arrangement – things may change / things are likely to change
- Dependent on finding a suitable partner

### Whether a good idea for a relative or not:

Yes, Homeshare is recommended because:

- Contributing positively to society – helping young people when accommodation is expensive/difficult to find
- Able to remain independent and stay in own home
- Reassuring for family – takes pressure off them
- Help in home difficult to get / not being funded now
- Company – few friends left
- New perspective – interesting people with interesting ambitions
- Help with basic things – e.g. going to shops
- Not expensive compared with other options
- Environmentally sound / good use of resources (empty room in house)

No, Homeshare is not recommended because:

- Trust – valuables/ornaments, etc. reliant on check by charity
- Not professional carers – some tasks inappropriate / beyond their capabilities
- Can't rely on sharers to stay – might go home and not come back
- May not stick to agreement – unnecessary hassle
- Used to being alone, may find it hard having someone there
- New relationships are tricky – young person will want friends to visit etc., lifestyle clash
- Costs money – have to provide internet and also pay charity

Evaluation of the arguments requires candidates to draw inferences and make judgements about whether the advantages 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.

## 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****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.

**Write about 350 to 450 words on one of the following questions.**

**Descriptive Writing****Question 2**

**You find a photograph which reminds you of someone or somewhere you used to know. Describe what you see, feel and remember as you look at the image.**

**OR**

**Question 3**

**Write a description using the title, 'The view from the top'.**

**OR**

**Narrative Writing****Question 4**

**Write a story, or part of a story, beginning with the words: 'Something had changed this time.'**

**OR**

**Question 5**

**Write a story, or part of a story, that involves an argument or misunderstanding between friends.**

**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 the content and structure of the composition and Table B on page 8 to give a mark out of 24 for style and accuracy.

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>