

## **Composition**

Give two marks:

- the first mark is out of 13 for Content and Structure: see Table A
- the second mark is out of 12 for Style and Accuracy: see Table B

Remember that these marks will not necessarily match and one mark may well be (much) higher than the other.

**The maximum overall mark for the Composition is 25. Write the total clearly at the end as follows: C7 + S10 = 17 (C for Content and Structure, S for Style and Accuracy).**

### **Descriptive writing**

- 3 (a) Describe the surroundings and your emotions at a time when you felt very alone. [25]
- (b) Imagine that you are up in a hot air balloon. Describe what you see below and how the experience makes you feel. [25]

**COMPOSITION TASKS: TABLE A – CONTENT AND STRUCTURE**

	<b>ARGUMENTATIVE/ DISCURSIVE TASK</b>	<b>DESCRIPTIVE TASK</b>	<b>NARRATIVE TASK</b>
<b>Band 1 11–13</b>	<ul style="list-style-type: none"> <li>Consistently <b>well developed, logical</b> stages in an overall, at times <b>complex</b>, argument.</li> <li><b>Each stage is linked</b> to the preceding one, and sentences within paragraphs are soundly sequenced.</li> </ul>	<ul style="list-style-type: none"> <li>There are many well-defined, well-developed ideas and images, describing <b>complex atmospheres</b> with a range of details.</li> <li><b>Overall structure is provided through devices</b> such as the movements of the writer, the creation of a short time span, or the creation of atmosphere or tension. There is no confusion with writing a story. Repetition is avoided and the sequence of sentences makes the picture clear to the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative is <b>complex and sophisticated</b> and may contain devices such as sub-texts, flashbacks and time lapses. Cogent details are provided where necessary or appropriate.</li> <li>Different parts of the story are <b>balanced and the climax carefully managed</b>. Sentence sequences are sometimes arranged to produce effects such as the <b>building up of tension</b> or providing a sudden turn of events.</li> </ul>
<b>Band 2 9–10</b>	<ul style="list-style-type: none"> <li>Each stage of the argument is <b>defined and developed</b>, although the explanation <b>may not be consistent</b>.</li> <li>The stages follow in a <b>generally cohesive</b> progression. Paragraphs are mostly well sequenced, although some may finish less strongly than they begin.</li> </ul>	<ul style="list-style-type: none"> <li>There is a good selection of <b>interesting ideas and images, with a range of details</b>.</li> <li>These are formed into an <b>overall picture of some clarity</b>, largely consistent and effective. There may be occasional repetition, and opportunities for development or the provision of detail may be missed. Sentences are often well sequenced.</li> </ul>	<ul style="list-style-type: none"> <li>The writing <b>develops some interesting features, but not consistently so</b>. Expect the use of detail and some attention to character or setting.</li> <li>Writing is orderly and the beginning and ending are satisfactorily managed. <b>The reader is well aware of the climax even if it is not fully effective</b>. Sequencing of sentences provides clarity and engages the reader in events or atmosphere.</li> </ul>

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0500	33

<p><b>Band 3</b> 7–8</p>	<ul style="list-style-type: none"> <li>• There is a <b>series of relevant points</b> and a clear attempt is made to develop some of them. These points are relevant, straightforward and logical/coherent.</li> <li>• Repetition is avoided, but the order of the stages in the overall argument can be changed without adverse effect. The sequence of the sentences within paragraphs is satisfactory, but <b>the linking of ideas may be insecure.</b></li> </ul>	<ul style="list-style-type: none"> <li>• There is a <b>selection of relevant ideas, images, and details</b>, which satisfactorily address the task. An attempt is made to create atmosphere.</li> <li>• The description provides <b>a series of points</b> rather than a sense of their being combined to make an overall picture, but some ideas are developed successfully, albeit straightforwardly. Some sentences are well sequenced.</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>straightforward story</b> with identification of features such as character and setting.</li> <li>• While <b>opportunities for appropriate development of ideas are sometimes missed</b>, overall structure is competent, and some features of a developed narrative are evident. Sentences are usually sequenced to narrate events clearly.</li> </ul>
<p><b>Band 4</b> 5–6</p>	<ul style="list-style-type: none"> <li>• Mainly relevant points are made and they are <b>developed partially with some brief effectiveness.</b></li> <li>• The overall argument shows signs of structure but may be sounder at the beginning than at the end, or may drift away from the topic. There may be <b>some repetition.</b> The sequence of sentences may be occasionally insecure.</li> </ul>	<ul style="list-style-type: none"> <li>• Some relevant ideas are provided and <b>occasionally developed a little, perhaps as a narrative.</b> There are some descriptive/ atmospheric episodes, but the use of event may overshadow them.</li> <li>• There is some overall structure, but the writing <b>may lack direction and intent.</b> There may be interruptions in the sequence of sentences and/or some lack of clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds relevantly to the topic, but is <b>largely a series of events</b> with only brief details of character and setting.</li> <li>• Overall structure is sound, but there are examples where <b>particular parts are too long or short. The climax is not effectively described or prepared.</b> Sentence sequences narrate events and occasionally contain irrelevances.</li> </ul>
<p><b>Band 5</b> 3–4</p>	<ul style="list-style-type: none"> <li>• <b>A few relevant points</b> are made and may be expanded into paragraphs, but development is very simple and not always logical.</li> <li>• There is weakness of sequencing overall and within paragraphs. Paragraphing is inconsistent. <b>Repetition and a weakness in sustaining relevant argument are obvious.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Content is relevant but <b>lacking in scope or variety.</b> Opportunities to provide development and detail are frequently missed.</li> <li>• The overall structure, though readily discernible, <b>lacks form and dimension.</b> The reliance on identifying events, objects and/or people sometimes leads to a sequence of sentences without progression.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A simple narrative</b> with a beginning, middle and end; it may consist of everyday happenings or fantastic, non-engaging events. Content may seem immature.</li> <li>• <b>Unequal or inappropriate importance is given to parts of the story.</b> Paragraphing is inconsistent. Dialogue may be used ineffectively. There is no real climax. Sentence sequences are used only to link simple series of events.</li> </ul>

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0500	33

<b>Band 6</b> 1–2	<ul style="list-style-type: none"> <li>• A few points are <b>discernible</b> but any attempt to develop them is very limited.</li> <li>• Overall <b>argument only progresses here and there</b> and the sequence of sentences is poor.</li> </ul>	<ul style="list-style-type: none"> <li>• Some relevant facts are identified, but the <b>overall picture is unclear</b> and lacks development.</li> <li>• There are examples of sequenced sentences, but there is also repetition and <b>muddled ordering</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories are <b>very simple and narrate events indiscriminately</b>. Endings are simple and lack effect.</li> <li>• The <b>shape of the narrative is unclear</b>; some of the content has no relevance to the plot. Sequences of sentences are sometimes poor, leading to a lack of clarity.</li> </ul>
<b>Band 7</b> 0	<ul style="list-style-type: none"> <li>• Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.</li> </ul>

#### COMPOSITION TASKS: TABLE B – STYLE AND ACCURACY

<b>Band 1</b>	11–12	<p><b>Writing is consistent, stylistically fluent, linguistically strong and accurate; has sense of audience</b></p> <ul style="list-style-type: none"> <li>• Look for appropriately used ambitious words</li> <li>• Complex sentence structures where appropriate</li> </ul>
<b>Band 2</b>	9–10	<p><b>Writing is mostly fluent, sometimes linguistically effective and largely accurate; may have some sense of audience</b></p> <ul style="list-style-type: none"> <li>• Look for signs of a developing style</li> <li>• Some ability to express shades of meaning</li> </ul>
<b>Band 3</b>	7–8	<p><b>Writing is clear, competent (if plain) in vocabulary and grammar; errors perhaps frequent, but minor</b></p> <ul style="list-style-type: none"> <li>• Look for mostly correct sentence separation</li> <li>• Occasional precision and/or interest in choice of words</li> </ul>
<b>Band 4</b>	5–6	<p><b>Writing is clear and accurate in places, and expresses general meaning in vocabulary and grammar; errors occasionally serious</b></p> <ul style="list-style-type: none"> <li>• Look for simple sentences</li> <li>• Errors of sentence separation</li> </ul>
<b>Band 5</b>	3–4	<p><b>Writing is generally simple in vocabulary and grammar; errors are distracting and sometimes serious, but general meaning can always be followed</b></p> <ul style="list-style-type: none"> <li>• Look for definite weaknesses in sentence structures</li> <li>• Grammatical errors such as incorrect use of prepositions and tense</li> </ul>
<b>Band 6</b>	1–2	<p><b>Writing is very limited in correct vocabulary and grammar; error is persistent; meaning is sometimes blurred</b></p> <ul style="list-style-type: none"> <li>• Look for faulty and/or rambling sentences</li> <li>• Language insufficient to carry intended meaning</li> </ul>
<b>Band 7</b>	0	<p><b>Writing is difficult to follow because of inadequate language proficiency and error</b></p>