

*Language Paper 2*

*CIE 0500*

*Directed Writing*

*Question and Example*

*Answer*

Read Text A and Text B in the insert and then answer **Section A, Question 1** on this question paper.

**Question 1**

*Imagine you are a pupil in a school considering implementing a new climate change curriculum.*

**Write a speech** to be given in a school assembly, giving your views on whether or not pupils should be made more aware of climate change action.

*In your speech you should:*

- *evaluate the views given in both texts about climate action.*
- *give your own views, based on what you have read, about whether this kind of approach to climate change action would be beneficial to the school.*

*Base your speech on what you have read in **both** texts, but be careful to use your own words. Address both of the bullet points.*

*Begin your speech: 'I am happy to be here today ...'.*

*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.**

## Answer

How often do you think about the future? How often do you consider the effects of our choices on the world we live in? How often do you address your own role within climate change action? If you are unsure about how to answer any of these questions, you may find the answers here today. I am here today to support both you and our school with regards to moving forward with the implementation of a climate change curriculum.

How can we all become involved in climate change action? How can we work together to bring about change within our school and local area? I think these are the main questions we must begin to address if we are to engage in climate change action as a school.

One way in which schools can come together to adopt new climate change friendly policies is by ensuring that everyone is included, and we learn from each other. This means that it is not just the responsibility of teachers and school leaders, but also parents, canteen staff, cleaners and the wider community. One way of doing this is to use the local community for field trips – this will help to strengthen ties, educate pupils and ultimately spread climate change action. However, I know there may be many of you who think that there aren't enough opportunities in our local area. Our school is not in a major city, therefore we do not have a wealth of experiences and organisations so close to home. This in turn means that different pupils around the country receive a different educational experience. There must be parity and no pupil should feel disadvantaged because of their postcode. Therefore, it is clear that if we only stayed within this one area, we would lose out on valuable experiences.

However, allow me to alleviate your trepidation and concern. I believe the solution is to have mixture of trips throughout the year which includes excursions outside of the local area to a range of different businesses and organisations, as well as trips that are closer to home. This would ensure that throughout the year, we are able to experience a range of real-world activities as well as become more involved in how climate change directly affects us and our community.

As well as learning about how we can personally tackle climate change in our local areas, I would also like to suggest that we can change what we eat in school. This would mean that food would become healthier as well as being locally sourced. Initially, this sounds like a perfect idea. An idea that has the best interests of everybody at its core. Nevertheless, there are additional factors that must be considered.

Even though the idea of using food sourced locally is excellent for our community and encourages the support of local businesses, this may not be appropriate for all schools. Some schools may not be able to change their supplier due to budget restrictions and if local suppliers cost more money, then the cost will impact pupils elsewhere. This is unfair. This is a burden on pupils. This is something we need to avoid. I do not feel that pupils should either have to pay more for their lunch or lose out in terms of less school resources.

In addition, many of us look forward to Pizza Fridays and Burger Mondays and would be extremely disheartened if these were removed from the menu. Therefore, I feel that a drastic change in menu is unsuitable at this time and does not meet the needs and requirements of all pupils. Implicit in this idea is the assumption that pupils want to change their diet. Give us the choice! If we are consuming it, we should decide on the range of food on offer.

Moving forward, I propose that pupils and staff come together to work on a new menu. This new menu could consist of the addition of some healthier options as well as a selection of

old favourites. This approach not only gives us as some choice over what we eat, but also ensures that we are practising healthy eating.

There are also several ways that we as pupils can directly influence change; we do not have to wait for adults to take charge. There are countless areas we can take charge of independently. One idea that I feel could be beneficial to us all, is to organise a workshop or class discussion. I agree that here are many advantages to this idea. This is due to the fact that not only does it encourage pupils to engage in the climate change debate, but it also has many social benefits too. By allowing pupils to take the initiative when it comes to planning and organising workshops, it promotes independence and maturity. It also promotes relationships outside of the classroom and gives pupils of all ages an opportunity to come together for a shared cause. This is a favourable result.

Some of you may think that this is only an activity for the older pupils. Some of you may be worried about being left out because you are younger. This is inaccurate. I believe that this is a perfect opportunity for everyone to work together as long as roles are clearly defined. It would be beneficial to use the older pupils to lead and organise sessions. However, it would be equally beneficial to give the younger pupils the freedom to generate ideas for weekly topics. In this way, everyone could be given a role and feel they are equally responsible for tackling climate change. We must all work together.

I hope you feel that I covered all of the main areas of climate change action and have a greater understanding of how we can all become involved. Ultimately, this is an issue that affects us all and we should work together as a community and find ways of implementing small changes that are suitable for us and our school.

Thank you for listening.

# Marking Criteria

**Table A, Writing**

Use the following table to give a mark out of 25 for writing.

Level	Marks	Description
6	22–25	<ul style="list-style-type: none"> <li>• Highly effective style capable of conveying subtle meaning. (W1)</li> <li>• Carefully structured for benefit of the reader. (W2)</li> <li>• Wide range of sophisticated vocabulary, precisely used. (W3)</li> <li>• Highly effective register for audience and purpose. (W4)</li> <li>• Spelling, punctuation and grammar almost always accurate. (W5)</li> </ul>
5	18–21	<ul style="list-style-type: none"> <li>• Effective style. (W1)</li> <li>• Secure overall structure, organised to help the reader. (W2)</li> <li>• Wide range of vocabulary, used with some precision. (W3)</li> <li>• Effective register for audience and purpose. (W4)</li> <li>• Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)</li> </ul>
4	14–17	<ul style="list-style-type: none"> <li>• Sometimes effective style. (W1)</li> <li>• Ideas generally well sequenced. (W2)</li> <li>• Range of vocabulary is adequate and sometimes effective. (W3)</li> <li>• Sometimes effective register for audience and purpose. (W4)</li> <li>• Spelling, punctuation and grammar generally accurate though with some errors. (W5)</li> </ul>
3	10–13	<ul style="list-style-type: none"> <li>• Inconsistent style, expression sometimes awkward but meaning clear. (W1)</li> <li>• Relies on the sequence of the original text. (W2)</li> <li>• Vocabulary is simple, limited in range or reliant on the original text. (W3)</li> <li>• Some awareness of an appropriate register for audience and purpose. (W4)</li> <li>• Frequent errors of spelling, punctuation and grammar, sometimes serious. (W5)</li> </ul>
2	6–9	<ul style="list-style-type: none"> <li>• Limited style. (W1)</li> <li>• Response is not well sequenced. (W2)</li> <li>• Limited vocabulary or words/phrases copied from the original text. (W3)</li> <li>• Limited awareness of appropriate register for audience and purpose. (W4)</li> <li>• Persistent errors of spelling, punctuation and grammar. (W5)</li> </ul>
1	1–5	<ul style="list-style-type: none"> <li>• Expression unclear. (W1)</li> <li>• Poor sequencing of ideas. (W2)</li> <li>• Very limited vocabulary or copying from the original text. (W3)</li> <li>• Very limited awareness of appropriate register for audience and purpose. (W4)</li> <li>• Persistent errors in spelling, punctuation and grammar impede communication. (W5)</li> </ul>

### Table B, Reading

Use the following table to give a mark out of 15 for reading.

Level	Marks	Description
6	13–15	<ul style="list-style-type: none"><li>• Successfully evaluates ideas and opinions, both explicit and implicit. (R1, R2, R3)</li><li>• Assimilates ideas from the text to give a developed, sophisticated response. (R3, R5)</li></ul>
5	10–12	<ul style="list-style-type: none"><li>• Some successful evaluation of ideas and opinions, both explicit and implicit. (R1, R2, R3)</li><li>• A thorough response, supported by a detailed selection of relevant ideas from the text. (R3, R5)</li></ul>
4	7–9	<ul style="list-style-type: none"><li>• Begins to evaluate mainly explicit ideas and opinions. (R1, R2, R3)</li><li>• An appropriate response that includes relevant ideas from the text. (R3, R5)</li></ul>
3	5–6	<ul style="list-style-type: none"><li>• Selects and comments on explicit ideas and opinions. (R1, R2, R3)</li><li>• Makes a general response including a few relevant ideas from the text. (R3, R5)</li></ul>
2	3–4	<ul style="list-style-type: none"><li>• Identifies explicit ideas and opinions. (R1, R2, R3)</li><li>• Makes a limited response with little evidence from the text. (R3, R5)</li></ul>
1	1–2	<ul style="list-style-type: none"><li>• Very limited response with minimal relation to the text. (R1, R2, R3, R5)</li></ul>
0	0	<ul style="list-style-type: none"><li>• No creditable content.</li></ul>