CAMBRIDGE
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FIRST LANGUAGE ENGLISH **0500/22**

Paper 2 Directed Writing and Composition **February/March 2025**

MARK SCHEME

Maximum Mark: 80

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the February/March 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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English & Media subject specific general marking principles (To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons…).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used incorrectly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Omission of words
	Development of ideas taken from the reading passage for Q1.
	Evaluation of the ideas in the reading passage for Q1.
	Lifted material to indicate where phrases or sections of the reading passage have been copied directly.
	To be used on pages where there is otherwise no annotation.
	Sentence construction errors or comma-splicing.
	Used to indicate an explicit point in Q1resoponses, or sometimes to indicate effective images or vocabulary in the compositions.
	Used to indicate expression errors or, once examiners have been approved, to indicate all errors.

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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 A: Directed Writing

Question 1

This question tests the following writing assessment objectives (25 marks)

W1 articulate experience and express what is thought, felt and imagined
W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W4 use register appropriate to context
W5 make accurate use of spelling, punctuation and grammar

and reading assessment objectives (15 marks)

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
R5 select and use information for specific purposes.

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Question	Answer	Marks
1	**Write a speech to an audience of young people about attitudes to owning books and keeping them.** **In your speech you should:** • **evaluate the ideas, attitudes and opinions in the texts about buying and keeping books** • **give your own views, based on the texts, on some of the factors which should influence young people's attitudes to buying and keeping books** **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.** **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.**	**40**
	Notes on task: **Responses *might* use the following explicit ideas:** **Text A** • We only rarely need information in books we own • Some people treat books as magical/some prefer an uncluttered home • Books can be donated or given away • Having a lot of books is part of some people's identity • Books can be passed on to share the pleasure of reading **Text B** • Growing up surrounded by books is said to be good for children • Owning books is a route to self-improvement • Books are a research tool • Unread books about things you don't know have value • Unread books can stimulate intellectual curiosity	

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Question	Answer	Marks
1	**Possible evaluation of ideas:** **Implied reasons to keep books:** • The internet is less reliable/verifiable than published works • Books hold memories/emotions which are very personal • Keeping books helps chart your reading journey, not empty shelves • Books are more than sources of information – imagination/pleasure/connections with people • Unread books are potential learning/worth the risk of not reading them • Rereading books can bring new insights **Implied reasons not to keep books:** • Reading is the key to self-improvement, not owning books • Fewer books make you value them more • Technology is better source of information/reduces need for books • Reading e-books/libraries can save space, more sustainable • Snobbery is not a good reason to hoard books • Can benefit less privileged people, those without internet or libraries • Living space could be used more productively • Recycling books is less environmentally wasteful	

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Marking criteria for Section A Question 1
Table A, Writing
Use the following table to give a mark out of 25 for writing.

Level	Marks	Description
6	**22–25**	• Highly effective style capable of conveying subtle meaning. (W1) • Carefully structured for benefit of the reader. (W2) • Wide range of sophisticated vocabulary, precisely used. (W3) • Highly effective register for audience and purpose. (W4) • Spelling, punctuation and grammar almost always accurate. (W5)
5	**18–21**	• Effective style. (W1) • Secure overall structure, organised to help the reader. (W2) • Wide range of vocabulary, used with some precision. (W3) • Effective register for audience and purpose. (W4) • Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)
4	**14–17**	• Sometimes effective style. (W1) • Ideas generally well sequenced. (W2) • Range of vocabulary is adequate and sometimes effective. (W3) • Sometimes effective register for audience and purpose. (W4) • Spelling, punctuation and grammar generally accurate though with some errors. (W5)
3	**10–13**	• Inconsistent style, expression sometimes awkward but meaning clear. (W1) • Relies on the sequence of the original text. (W2) • Vocabulary is simple, limited in range or reliant on the original text. (W3) • Some awareness of an appropriate register for audience and purpose. (W4) • Frequent errors of spelling, punctuation and grammar, sometimes serious. (W5)
2	**6–9**	• Limited style. (W1) • Response is not well sequenced. (W2) • Limited vocabulary or words/phrases copied from the original text. (W3) • Limited awareness of appropriate register for audience and purpose. (W4) • Persistent errors of spelling, punctuation and grammar. (W5)
1	**1–5**	• Expression unclear. (W1) • Poor sequencing of ideas. (W2) • Very limited vocabulary or copying from the original text. (W3) • Very limited awareness of appropriate register for audience and purpose. (W4) • Persistent errors in spelling, punctuation and grammar impede communication. (W5)
0	**0**	• No creditable content.

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Table B, Reading

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

Level	Marks	Description
6	**13–15**	• Successfully evaluates ideas and opinions, both explicit and implicit. (R1, R2, R3) • Assimilates ideas from the text to give a developed, sophisticated response. (R3, R5)
5	**10–12**	• Some successful evaluation of ideas and opinions, both explicit and implicit. (R1, R2, R3) • A thorough response, supported by a detailed selection of relevant ideas from the text. (R3, R5)
4	**7–9**	• Begins to evaluate mainly explicit ideas and opinions. (R1, R2, R3) • An appropriate response that includes relevant ideas from the text. (R3, R5)
3	**5–6**	• Selects and comments on explicit ideas and opinions. (R1, R2, R3) • Makes a general response including a few relevant ideas from the text. (R3, R5)
2	**3–4**	• Identifies explicit ideas and opinions. (R1, R2, R3) • Makes a limited response with little evidence from the text. (R3, R5)
1	**1–2**	• Very limited response with minimal relation to the text. (R1, R2, R3, R5)
0	**0**	• No creditable content.

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Section B: Composition

Questions 2, 3, 4, 5

The question tests the following writing objectives (40 marks)

W1 articulate experience and express what is thought, felt and imagined
W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W4 use register appropriate to context
W5 make accurate use of spelling, punctuation and grammar.

Question	Answer	Marks
2	**EITHER** **Write a description of a dramatic landscape.** Use Table A to give a mark out of 16 for content and structure, and Table B to give a mark out of 24 for style and accuracy.	**40**

Question	Answer	Marks
3	**OR** **Write a description with the title, 'A moment of frustration'.** Use Table A to give a mark out of 16 for content and structure, and Table B to give a mark out of 24 for style and accuracy.	**40**

Question	Answer	Marks
4	**OR** **Write a story which includes the words, '… I could not escape from the noise …'.** Use Table A to give a mark out of 16 for content and structure, and Table B to give a mark out of 24 for style and accuracy.	**40**

Question	Answer	Marks
5	**OR** **Write a story with the title, 'Reaching new heights'.** Use Table A to give a mark out of 16 for content and structure, and Table B to give a mark out of 24 for style and accuracy.	**40**

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Marking criteria for Section B

Table A, Composition: Content and structure

<table>
<tr><th>Level</th><th>Marks</th><th colspan="2">General and specific marking criteria</th></tr>
<tr><td rowspan="2">6</td><td rowspan="2">14–16</td><td colspan="2">General
• Content is complex, engaging and effective. (W1)
• Structure is secure, well balanced and carefully managed for deliberate effect. (W2)</td></tr>
<tr><td>Specific – descriptive
Many well-defined and developed ideas and images create a convincing overall picture with varieties of focus.</td><td>Specific – narrative
The plot is well-defined and strongly developed with features of fiction writing such as description, characterisation and effective climax, and convincing details.</td></tr>
<tr><td rowspan="2">5</td><td rowspan="2">11–13</td><td colspan="2">General
• Content is developed, engaging and effective. (W1)
• Structure is well managed, with some choices made for deliberate effect. (W2)</td></tr>
<tr><td>Specific – descriptive
Frequent, well-chosen images and details give a mostly convincing picture.</td><td>Specific – narrative
The plot is defined and developed with features of fiction writing such as description, characterisation, climax and details.</td></tr>
<tr><td rowspan="2">4</td><td rowspan="2">8–10</td><td colspan="2">General
• Content is relevant with some development. (W1)
• Structure is competently managed. (W2)</td></tr>
<tr><td>Specific – descriptive
A selection of relevant ideas, images and details, even where there is a tendency to write in a narrative style.</td><td>Specific – narrative
The plot is relevant and cohesive, with some features such as characterisation and setting of scene.</td></tr>
<tr><td rowspan="2">3</td><td rowspan="2">5–7</td><td colspan="2">General
• Content is straightforward and briefly developed. (W1)
• Structure is mostly organised but may not always be effective. (W2)</td></tr>
<tr><td>Specific – descriptive
The task is addressed with a series of relevant but straightforward details, which may be more typical of a narrative.</td><td>Specific – narrative
The plot is straightforward, with limited use of the features of narrative writing.</td></tr>
</table>

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<table>
<tr><th>Level</th><th>Marks</th><th colspan="2">General and specific marking criteria</th></tr>
<tr><td rowspan="2">2</td><td rowspan="2">3–4</td><td colspan="2">General

• Content is simple, and ideas and events may be limited. (W1)
• Structure is partially organised but limited in its effect. (W2)</td></tr>
<tr><td>Specific – descriptive

The recording of some relevant events with limited detail.</td><td>Specific – narrative

The plot is a simple narrative that may consist of events that are only partially linked and/or which are presented with partial clarity.</td></tr>
<tr><td rowspan="2">1</td><td rowspan="2">1–2</td><td colspan="2">General
• Content is occasionally relevant or clear. (W1)
• Structure is limited and ineffective. (W2)</td></tr>
<tr><td>Specific – descriptive

The description is unclear and lacks detail.</td><td>Specific – narrative

The plot and/or narrative lacks coherence.</td></tr>
<tr><td>0</td><td>0</td><td colspan="2">• No creditable content.</td></tr>
</table>

Table B, Composition: Style and accuracy

Level	Marks	Description
6	**21–24**	• Precise, well-chosen vocabulary and varied sentence structures, chosen for effect. (W3) • Consistent well-chosen register suitable for the context. (W4) • Spelling, punctuation and grammar almost always accurate. (W5)
5	**17–20**	• Mostly precise vocabulary and a range of sentence structures mostly used for effect. (W3) • Mostly consistent appropriate register suitable for the context. (W4) • Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)
4	**13–16**	• Some precise vocabulary and a range of sentence structures sometimes used for effect. (W3) • Some appropriate register for the context. (W4) • Spelling, punctuation and grammar generally accurate, but with some errors. (W5)
3	**9–12**	• Simple vocabulary and a range of straightforward sentence structures. (W3) • Simple register with a general awareness of the context. (W4) • Frequent errors of spelling, punctuation and grammar, occasionally serious. (W5)
2	**5–8**	• Limited and/or imprecise vocabulary and sentence structures. (W3) • Limited and/or imprecise register for the context. (W4) • Persistent errors of spelling, punctuation and grammar. (W5)
1	**1–4**	• Frequently imprecise vocabulary and sentence structures. (W3) • Register demonstrates little or no sense of the context. (W4) • Persistent errors of spelling, punctuation and grammar impair communication. (W5)
0	**0**	• No creditable content.

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