Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/21**

Paper 2 Directed Writing and Composition **May/June 2020**

MARK SCHEME

Maximum Mark: 80

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & 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 descriptors 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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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	**Imagine you have a rich relative who is considering whether or not to reserve a seat on one of the first tourist space flights and they have asked you for your views.** **<u>Write a letter</u> to your relative.** **In your letter you should:** **• evaluate the ideas and opinions in both texts** **• give your own views to your relative, based on what you have read.** **Base your letter on what you have read in <u>both</u> texts, but be careful to use your own words. Address both of the bullet points.** **Write about 250 to 350 words.** **<u>Up to 15 marks are available for the content of your answer, and up to 25 marks for the quality of your writing.</u>** Notes on task: **Responses *might* use the following ideas:** **Text A** • space businesses are becoming a popular venture for entrepreneurs • the experiences offered are very expensive, not open to most people • there are more realistic benefits as a result of space tourism science, such as faster inter-city travel • exciting careers are made possible by space tourism • the cost of space travel will reduce in time • space travel could make people care about the earth more. **Text B** • people would need to be very rich and maybe fit to go to space • many people have not had a chance to travel on the earth, never mind space • space travel is essentially selfish when funds are needed on earth for worthier causes.	**40**

Question	Answer	Marks
1	**Possible evaluation of ideas:** **Text A** • the business world seems to see commercial potential in space tourism • the range and cost of space tourism experiences offered suggests it will take a long time to be available to more people • some implication that scientific progress is a good thing in itself • spin-off ideas will benefit more people than space tourism • job opportunities are expanded by the industry/rather elite careers for the few • technological advances will be made through space travel • costs will reduce but some candidates may doubt how much and how long it will take to make space travel accessible to all • claims that people will take measures to protect the earth as a result of space travel may strike some candidates as ironic / cynical. **Text B** • space travel seems like an obsession, not a rational choice • space tourism will be just another trendy destination in time • privileged space tourism does nothing to broaden most people's horizons • resources sucked into space tourism will deprive needier people of help • only a tiny elite will ever benefit from space tourism – candidates may explore the moral implications • space tourism's claims to inspire people to protect earth are contradictory and spurious. **Possible Synthesis of ideas:** • the enormous costs involved will reduce as more people want to be space tourists, making the benefits more widespread • being excited by technological progress is good / selfish.	

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** **Describe a room in a house that belongs to an older person.** 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** **Describe moving from a stressful place to one which is peaceful.** 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 narrative about a time you had an important responsibility.** 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 narrative which includes the words, 'I was so focused'.** 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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