Cambridge Assessment International Education

# Cambridge IGCSE™

**FIRST LANGUAGE ENGLISH** **0500/23**

Paper 2 Directed Writing and Composition **May/June 2022**

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 May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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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**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 wrongly.).
**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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**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 | **The headteacher of your child's school is considering setting up a repair café run by volunteers in the school; the headteacher has asked for opinions from parents.**<br><br>**<u>Write a letter</u> to the headteacher giving your views as a parent.**<br><br>**In your letter you should:**<br><br>**• evaluate the ideas, attitudes and opinions given in the two texts**<br>**• give your views about whether or not a repair café is a good idea for students, staff and the wider community.**<br><br>**Base your article on what you have read in both texts, but be careful to use your own words. Address <u>both</u> of the bullet points.**<br><br>**Write about 250 to 350 words.**<br><br>**<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>**<br><br>*Notes on task:*<br><br>***Responses might use the following ideas:***<br><br>***Text A***<br>• *reviving old skills is a good thing*<br>• *children should be taught to repair things too*<br>• *children are naturally more experimental*<br>• *new gadgets make us discourage children from developing useful skills*<br>• *adults are inhibited from fixing things but children aren't*<br>• *replacing things rather than repairing is learned behaviour which can be reversed*<br><br>***Text B***<br>• *repairing things reduces waste*<br>• *reduces exploitation of poorer countries*<br>• *environmental damage can be reduced by repairing*<br>• *belongings we 'treasure' can be revived*<br>• *repairing should be a right, not controlled and prevented by manufacturers*<br>• *watching skilled people repairing things inspires confidence.* | **40** |

| Question | Answer | Marks |
|---|---|---|
| 1 | Possible evaluation:<br>• safety concerns / supervision/working with tools<br>• fixing things is outdated<br>• tools for fixing things are expensive<br>• not everything can be fixed but should try / pointless effort<br>• can help people deal with emergencies themselves<br>• if adults can't fix things, children won't be able to<br>• amateur 'fixers' could be useless / unsafe / not good with children<br>• learning these skills is a waste of children's education time<br>• learning to fix things will raise children's awareness of environmental concerns / waste<br>• better way to encourage creativity than in a classroom<br>• children will develop personal attributes which will help them learn better in school e.g. patience / perseverance / confidence<br>• Repair café can support local businesses for materials, tools / damage local businesses because people won't buy new. | |

**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)<br>• Carefully structured for benefit of the reader. (W2)<br>• Wide range of sophisticated vocabulary, precisely used. (W3)<br>• Highly effective register for audience and purpose. (W4)<br>• Spelling, punctuation and grammar almost always accurate. (W5) |
| 5 | **18–21** | • Effective style. (W1)<br>• Secure overall structure, organised to help the reader. (W2)<br>• Wide range of vocabulary, used with some precision. (W3)<br>• Effective register for audience and purpose. (W4)<br>• Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5) |
| 4 | **14–17** | • Sometimes effective style. (W1)<br>• Ideas generally well sequenced. (W2)<br>• Range of vocabulary is adequate and sometimes effective. (W3) Sometimes effective register for audience and purpose. (W4)<br>• Spelling, punctuation and grammar generally accurate though with some errors. (W5) |
| 3 | **10–13** | • Inconsistent style, expression sometimes awkward but meaning clear. (W1)<br>• Relies on the sequence of the original text. (W2)<br>• Vocabulary is simple, limited in range or reliant on the original text. (W3)<br>• Some awareness of an appropriate register for audience and purpose. (W4)<br>• Frequent errors of spelling, punctuation and grammar, sometimes serious. (W5) |
| 2 | **6–9** | • Limited style. (W1)<br>• Response is not well sequenced. (W2)<br>• Limited vocabulary or words/phrases copied from the original text. (W3)<br>• Limited awareness of appropriate register for audience and purpose. (W4)<br>• Persistent errors of spelling, punctuation and grammar. (W5) |
| 1 | **1–5** | • Expression unclear. (W1)<br>• Poor sequencing of ideas. (W2)<br>• Very limited vocabulary or copying from the original text. (W3)<br>• Very limited awareness of appropriate register for audience and purpose. (W4)<br>• 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)<br>• 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)<br>• 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)<br>• 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)<br>• 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)<br>• 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**<br><br>**Describe a group of people meeting for the first time after a long separation.**<br><br>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**<br><br>**Describe a city street in very bad weather.**<br><br>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**<br><br>**Write a story with the title, 'The Prize'.**<br><br>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**<br><br>**Write a story which involves having to correct a mistake.**<br><br>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<br><br>• Content is complex, engaging and effective. (W1)<br><br>• Structure is secure, well balanced and carefully managed for deliberate effect. (W2)</td></tr>
<tr><td>Specific – descriptive<br><br>Many well-defined and developed ideas and images create a convincing overall picture with varieties of focus.</td><td>Specific – narrative<br><br>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<br><br>• Content is developed, engaging and effective. (W1)<br>• Structure is well managed, with some choices made for deliberate effect. (W2)</td></tr>
<tr><td>Specific – descriptive<br><br>Frequent, well-chosen images and details give a mostly convincing picture.</td><td>Specific – narrative<br><br>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<br><br>• Content is relevant with some development. (W1)<br>• Structure is competently managed. (W2)</td></tr>
<tr><td>Specific – descriptive<br><br>A selection of relevant ideas, images and details, even where there is a tendency to write in a narrative style.</td><td>Specific – narrative<br><br>The plot is relevant and cohesive, with some features such as characterisation and setting of scene.</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">3</td><td rowspan="2">5–7</td><td colspan="2">General<br>• Content is straightforward and briefly developed. (W1)<br>• Structure is mostly organised but may not always be effective. (W2)</td></tr>
<tr><td>Specific – descriptive<br><br>The task is addressed with a series of relevant but straightforward details, which may be more typical of a narrative.</td><td>Specific – narrative<br><br>The plot is straightforward, with limited use of the features of narrative writing.</td></tr>
<tr><td rowspan="2">2</td><td rowspan="2">3–4</td><td colspan="2">General<br><br>• Content is simple, and ideas and events may be limited. (W1)<br>• Structure is partially organised but limited in its effect. (W2)</td></tr>
<tr><td>Specific – descriptive<br><br>The recording of some relevant events with limited detail.</td><td>Specific – narrative<br><br>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<br>• Content is occasionally relevant or clear. (W1)<br>• Structure is limited and ineffective. (W2)</td></tr>
<tr><td>Specific – descriptive<br><br>The description is unclear and lacks detail.</td><td>Specific – narrative<br><br>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)<br>• Consistent well-chosen register suitable for the context. (W4)<br>• 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)<br>• Mostly consistent appropriate register suitable for the context. (W4)<br>• 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)<br>• Some appropriate register for the context. (W4)<br>• Spelling, punctuation and grammar generally accurate, but with some errors. (W5) |
| 3 | **9–12** | • Simple vocabulary and a range of straightforward sentence structures. (W3)<br>• Simple register with a general awareness of the context. (W4)<br>• Frequent errors of spelling, punctuation and grammar, occasionally serious. (W5) |
| 2 | **5–8** | • Limited and/or imprecise vocabulary and sentence structures. (W3)<br>• Limited and/or imprecise register for the context. (W4)<br>• Persistent errors of spelling, punctuation and grammar. (W5) |
| 1 | **1–4** | • Frequently imprecise vocabulary and sentence structures. (W3)<br>• Register demonstrates little or no sense of the context. (W4)<br>• Persistent errors of spelling, punctuation and grammar impair communication. (W5) |
| 0 | **0** | • No creditable content. |

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