Cambridge Assessment International Education

# Cambridge IGCSE™

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

Paper 2 Directed Writing and Composition **May/June 2023**

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 2023 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 | **A young child in your family has been selected to join an intensive training programme for their chosen sport and is eager to join. The child's parents have asked for your views before allowing the child to join.**<br><br>**Write a <u>letter</u> to the child's parents. In your letter you should:**<br>• **evaluate the views, attitudes and ideas given in both texts**<br>• **discuss the factors the parents should consider before deciding**<br>• **based on what you have read, give your views on whether or not the child and their family will benefit from the programme**.<br><br>**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.**<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>**Explicit ideas:**<br><br>**Text A:**<br>• some parents have experience of sport/are aware of the dangers and can guide their children<br>• too much emphasis on academics can be harmful<br>• some parents are prepared to sacrifice money and time for their children's sports<br>• success in sport can go alongside/be reflected in academic success<br>• children can miss out on a normal social life<br>• even children who give up sport can have no regrets<br>• hard training doesn't suit every child, even talented ones<br><br>**Text B:**<br>• high incomes can be made from sport<br>• sport can affect children and their families for many years of training<br>• sports careers are shorter than other careers so starting early is necessary<br>• children can develop resilience and dedication through sports training<br>• early specialising can damage children's development<br>• avoiding early specialisation can help children to become elite<br>• many children look back with pride on their sports training, even if they don't become elite sportspeople | **40** |

| Question | Answer | Marks |
|---|---|---|
| 1 | **Implicit ideas:**<br><br>**<u>In favour</u>**<br>• skills, attitudes fostered can benefit children in later life/careers<br>• social benefit, long lasting relationships with fellow athletes<br>• parents benefit, feeling of pride / share of large income<br>• athletes appreciate the discipline they have acquired when they grow older<br>• starting young encourages dedication<br><br>**<u>Against</u>**<br>• challenging for parents, need to consider risks e.g. financially/have to decide whether you are willing to make sacrifices<br>• need to consider whether the child can cope with the stress / damage to child's personality / effect on social skills, well-being / potential for injury<br>• a lot of effort / expense for a small chance of success as many people competing<br>• personality is not just influenced by sport but also life outside sport<br>• if it stops being fun you should consider different hobbies / activities<br>• interferes with schoolwork / progress / social life<br>• doesn't work for everyone, requires a certain mentality<br>• is it worth taking the risk for a short career? | |

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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)<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)<br>• 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 set of new clothes.**<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 the people in a park at different times of the year.**<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 that involves a meeting.**<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 that includes the words, '… Was this the key? ...'.**<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>• Content is complex, engaging and effective. (W1)<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>• 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>• 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>
<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>
</table>

<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<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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