Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/23**

Paper 2 Directed Writing and Composition **October/November 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 October/November 2022 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 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 that you are a student at another school in the same district as Champion School. Your school is considering whether to follow the same plan as Champion School or not.** **<u>Write a speech</u> to give to a meeting of parents and teachers from your school about why all-year-round schooling would <u>not</u> be a good idea.** **In your speech you should:** **• evaluate the ideas, attitudes and opinions about all-year-round schooling given in the texts** **• explain your concerns about changing to all-year-round schooling and how it would affect parents, teachers and the wider community.** **Base your speech on what you have read in <u>both</u> texts, but be careful to use your own words. Address both of the bullet points.** **<u>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.</u>** Notes on task: Responses *might* use the following <u>explicit</u> ideas about: **Text A** • skills decline over a long break / skills have to be retaught • students from lower income families particularly disadvantaged • long holidays create family stress • long holidays are boring / need to find new activities each day / expensive • 1 week breaks won't disturb usual routines • children less likely to be unsupervised / cause crime • more frequent assessments reduce stress for students and teachers / raise standards **Text B** • long holidays can be boring • long holidays more taxing for carers / need to think of activities every day • long holidays can be expensive for families • long holidays allow for more relaxed routines • long holidays allow families to spend quality time together • better to be at home in extreme heat • long holidays can be difficult for working parents to manage	**40**

Question	Answer	Marks
1	**Possible evaluation (<u>not</u> a comprehensive list):** • this school wants to go further on the all-year school model than there is evidence to support (6 weeks on, 1 week off, not 9 weeks / 3 weeks) • families with young children in different schools follow different patterns / need supervision • opportunity for some families to spend prolonged time together but new schedule will limit this **(different from explicit pt above)** • long breaks are good for mental health – need to be away from school for this to work • camps etc. encourage children to mature healthily • long breaks give opportunities for different or new experiences / travel / employment / different cultures • teachers need / deserve a longer break (**needs justification**) • more frequent breaks will be just as expensive for families, not less • long holidays can teach time-management • not the school's job to babysit children / teach them right from wrong • parents need longer holidays to do this • not really holidays if 'catch up' on work is required • will be harder not easier for families with children of different ages / in different schools	

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
	EITHER	
2	**Describe a journey through, on or over water.** 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**
	OR	
3	**Describe a group of people celebrating a special occasion.** 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**
	OR	
4	**Write a story that involves a loss of confidence or belief.** 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**
	OR	
5	**Write a story with the title, 'Leaving'.** 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>3</td><td>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>
</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>3</td><td>5–7</td><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>
<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>

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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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