

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH

0500/21

Paper 2 Directed Writing and Composition

October/November 2021

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.

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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	Write a <u>magazine article</u> for young people with the title, 'l'll do that tomorrow'.	40
	In your magazine article you should:	
	 evaluate the views given in both texts about procrastination give your own views, based on what you have read, about the best ways to approach urgent or important tasks and decisions. 	
	Base your article 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.	
	Up to 15 marks are available for the content of your answer, and up to 25 marks for the quality of your writing.	
	Notes on task:	
	Responses <i>might</i> use the following <u>explicit</u> ideas:	
	Text A	
	 procrastination is often an avoidance strategy people think they are being productive when they are busy 	
	can be serious consequences to health or career	
	 can be seen as laziness or lack of willpower can be caused by / create stress or anxiety 	
	causes negative self-image	
	modern technology offers too many distractions	
	Text B	
	can procrastinate productively keeping by salve ble in itself.	
	keeping busy is valuable in itselfcan get other unpleasant tasks done instead	
	can make us more creative	
	wait long enough and some tasks will be redundant	
	Possible evaluation of <u>implicit</u> ideas:	
	everyday tasks as procrastination can waste time	
	need to be self-aware to avoid potentially negative effects / to understand why	
	 you procrastinate unfair perception of leisure / hobbies / time on social media as wasteful 	
	time spent on everyday tasks might be productive but you're still left with the original task to do	
	nature of the tasks you choose to do instead can make it easier / harder to go back to the original task	
	 making lists / reading about procrastination is just wasting more time 	
	 productive procrastination/doing something else is just an excuse for not doing what you should be doing 	
	more a question of priorities / what matters to each person	
	have to (learn to) balance demands and responsibilities with interests progrestingtion deeps't matter if the work estually gets dense.	
	 procrastination doesn't matter if the work actually gets done procrastination can lead to last-minute cramming / work not completed to your 	
	best ability	
	procrastination can lead to better performance of the task – fresh eyes and a more relaxed mind when returning to it	

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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 or 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	40
	Describe the inside of an interesting shop.	
	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.	

Question	Answer	Marks
3	OR	40
	Write a description of a place where animals are kept in captivity, such as a zoo, wildlife park or sea-life centre.	
	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.	

Question	Answer	Marks
4	OR	40
	Write a story with the title, 'Visitors'.	
	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.	

Question	Answer	Marks
5	OR	40
	Write a story which involves a mistake in the sending or receiving of a message.	
	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.	

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Marking criteria for Section B

Table A, Composition: Content and structure

Level	Marks	General and speci	fic marking criteria
6 14–16		Gen	neral
		 Content is complex, engaging and e Structure is secure, well balanced a effect. (W2) 	effective. (W1) and carefully managed for deliberate
		Specific – descriptive	Specific – narrative
		Many well-defined and developed ideas and images create a convincing overall picture with varieties of focus.	The plot is well-defined and strongly developed with features of fiction writing such as description, characterisation and effective climax, and convincing details.
5	11–13	Gen	neral
		 Content is developed, engaging an Structure is well managed, with sor (W2) 	d effective. (W1) ne choices made for deliberate effect.
		Specific – descriptive	Specific – narrative
		Frequent, well-chosen images and details give a mostly convincing picture.	The plot is defined and developed with features of fiction writing such as description, characterisation, climax and details.
4	8–10	General	
		 Content is relevant with some deve Structure is competently managed. 	• , ,
		Specific – descriptive	Specific – narrative
		A selection of relevant ideas, images and details, even where there is a tendency to write in a narrative style.	The plot is relevant and cohesive, with some features such as characterisation and setting of scene.
3 5–7 General Content is straightforward and briefly developed Structure is mostly organised but may not all		fly developed. (W1)	
		Specific – descriptive	Specific – narrative
		The task is addressed with a series of relevant but straightforward details, which may be more typical of a narrative.	The plot is straightforward, with limited use of the features of narrative writing.

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Level	Marks	General and speci	fic marking criteria
2	3–4	General	
		 Content is simple, and ideas and e Structure is partially organised but 	` ,
		Specific – descriptive	Specific – narrative
		The recording of some relevant events with limited detail.	The plot is a simple narrative that may consist of events that are only partially linked and/or which are presented with partial clarity.
1	1–2	 Ger Content is occasionally relevant or Structure is limited and ineffective. 	` '
		Specific – descriptive	Specific – narrative
		The description is unclear and lacks detail.	The plot and/or narrative lacks coherence.
0	0	No creditable content.	

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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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