



Cambridge O Level

ENGLISH LANGUAGE

1123/12

Paper 1 Writing

May/June 2020

MARK SCHEME

Maximum Mark: 60

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.

This document consists of **15** printed pages.

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.

Question	Answer	Marks
The assessment objectives for Sections 1 and 2 are:		
Assessment Objectives for Writing (AO1)		
W1	Articulate experience and express what is thought, felt and imagined	
W2	Sequence facts, ideas and opinions	
W3	Use a range of appropriate vocabulary	
W4	Use register appropriate to audience and context	
W5	Make accurate use of spelling, punctuation and grammar	
Assessment Objectives for Reading (AO2)		
R1	Demonstrate understanding of explicit meanings	
R2	Demonstrate understanding of implicit meanings and attitudes	
Detailed Marking Instructions for Section 1: Directed Writing.		
Candidates are expected to:		
<ol style="list-style-type: none"> 1 write a letter which communicates information clearly, accurately and economically 2 carry out the instructions as detailed on the question paper regarding the particular information required. Candidates will be awarded up to 15 marks for following the task instructions and up to 15 marks for the language used. 		
Total marks for Section 1: 30 .		
In order to fulfil these assessment objectives in Section 1, a 'best fit' principle is applied using the Task Fulfilment and Language band descriptors.		
Notation used in Section 1 to indicate where required information is addressed:		
1	which team or group you lead and why it is successful	
2	the qualities and skills a member of the team or group must have	
3	how someone who joins the group will benefit as a member.	

Question	Answer	Marks
Section 1		
1	<p>Your school has many extra-curricular activities. These include a debating team, music groups, sports teams and others. You are the leader of one of them. Your teacher asks you to make a speech to your classmates to inform them about your team or group.</p> <p>Write your speech. You must include the following:</p> <ul style="list-style-type: none"> • which team or group you lead and why it is successful • the qualities and skills a member of the team or group must have • how someone who joins the group will benefit as a member. <p>Cover all three points above in detail. You should make your speech informative and interesting. Start your speech ‘Good morning, everyone.’</p>	
Detailed Marking Instructions for Section 2: Composition		
<p>Section 2 Question</p> <p>Candidates are advised to write between 350 and 500 words.</p>		
Description		
2	Describe two places which you have been to with your friends, one which you all liked and one which you all disliked. (Remember that you are describing the atmosphere and any people as well as the place).	
Argument		
3	If you could give your school new sports equipment or new IT equipment, which would you choose? Give reasons and examples to support your view.	
4	What are the advantages and disadvantages of having longer school days but more days off school? Give reasons and examples to support your view.	
Narrative		
5	Write a story which includes the sentence: ‘It was my fault so I decided to do something about it’.	
6	Write a story in which a pair of sunglasses plays an important part.	

Question	Answer	Marks
Section 1 Task Fulfilment 15 marks		
Band 5	13–15	<ul style="list-style-type: none"> • Very good understanding of purpose. • Clear awareness of the specified situation and audience. • Text type entirely appropriate. • All required points developed in detail, fully amplified and well organised. • Given information well used to justify personal opinion and interpretation. • Tone and register entirely appropriate.
Band 4	10–12	<ul style="list-style-type: none"> • Good understanding of purpose. • An awareness of the specified situation and audience. • Text type appropriate. • All required points addressed not always developed in detail. • Given information organised to support personal opinion. • Tone and register appropriate.
Band 3	7–9	<ul style="list-style-type: none"> • Some understanding of purpose. • Some awareness of the specified situation and audience. • Text type generally appropriate. • At least two required points addressed (both partially/fully developed). • Given information may not be logically organised to support opinion. • Tone usually appropriate although there may be slips of register.
Band 2	4–6	<ul style="list-style-type: none"> • Only partial understanding of purpose. • Some confusion as to the specified situation and audience. • Text type may be inappropriate. • At least one required point addressed (partially/fully developed). • Given information may be used irrelevantly. • Tone and register may be uneven.
Band 1	1–3	<ul style="list-style-type: none"> • Misunderstanding of purpose. • Confusion as to the specified situation and audience. • Little evidence of the specified text type. • None of the required points addressed. • Given information misunderstood or irrelevant. • Tone may be inappropriate.
Band 0	0	<ul style="list-style-type: none"> • Insufficient to meet the criteria for Band 1.

Question	Answer	Marks
Section 1 Language 15 marks		
Band 8	14–15	<p>Highly accurate writing, apart from very occasional slips.</p> <ul style="list-style-type: none"> • Sentence structures varied for particular effects. • Verb forms largely correct and appropriate tenses consistently used. • Vocabulary wide and precise. • Punctuation accurate and helpful. • Spelling accurate, apart from very occasional slips. • Paragraphs have unity, are linked, and show evidence of planning.
Band 7	12–13	<p>Accurate writing; occasional errors are either slips or caused by ambition.</p> <ul style="list-style-type: none"> • Sentence structures show some variation to create some natural fluency. • Occasional slips in verb forms or tense formation, but sequence consistent and clear throughout. • Vocabulary precise enough to convey intended shades of meaning. • Punctuation accurate and generally helpful. • Spelling nearly always accurate. • Paragraphs have unity, are usually linked, and show some evidence of planning.

Question	Answer	Marks
Band 6	<p data-bbox="328 266 411 293">10–11</p> <p data-bbox="459 266 1390 331">Mostly accurate writing; errors from ambition do not mar clarity of communication.</p> <ul data-bbox="459 371 1426 949" style="list-style-type: none"> <li data-bbox="459 371 1337 436">• Some variety of sentence structures, but a tendency to repeat sentence types may produce a monotonous effect. <li data-bbox="459 472 1410 537">• Errors may occur in irregular verb forms, but control of tense sequence sufficient to sustain clear progression of events or ideas. <li data-bbox="459 573 1350 638">• Simple vocabulary mainly correct; errors may occur with more ambitious words. <li data-bbox="459 674 1426 739">• Punctuation generally accurate and sentence separation correctly marked, but errors may occur, e.g. with direct speech. <li data-bbox="459 775 1331 840">• Spelling of simple vocabulary accurate; some errors in more ambitious words. <li data-bbox="459 875 1410 940">• Paragraphs may show some unity, although links may be absent or inappropriate. 	
Band 5	<p data-bbox="344 987 395 1014">8–9</p> <p data-bbox="459 987 1326 1052">Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.</p> <ul data-bbox="459 1093 1410 1357" style="list-style-type: none"> <li data-bbox="459 1093 1353 1158">• Some variety of sentence length and structure, not always for particular purpose. <li data-bbox="459 1193 1410 1258">• Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturb ease of communication. <li data-bbox="459 1294 1410 1359">• Vocabulary usually adequate to convey intended meaning; idiom may be uncertain. 	
Band 5	<ul data-bbox="459 1395 1353 1630" style="list-style-type: none"> <li data-bbox="459 1395 1353 1460">• Punctuation used but not always helpful; occasional sentence separation errors. <li data-bbox="459 1496 1353 1561">• Spelling of simple vocabulary accurate; errors in more difficult words. <li data-bbox="459 1597 1177 1630">• Paragraphs used but may lack unity or coherence. 	

Question	Answer	Marks
Band 4	6–7	<p>Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.</p> <ul style="list-style-type: none"> • Some simple sentence structures accurate, but unlikely to sustain accuracy for long. • Errors in verb forms and tenses will sometimes confuse sequence of events. • Vocabulary limited, either too simple or imperfectly understood; some idiomatic errors likely. • Simple punctuation usually accurate, but there may be frequent sentence separation errors. • Spelling of simple vocabulary accurate; frequent errors in more difficult words. • Paragraphs used haphazardly.
Band 3	4–5	<p>The writing has many serious errors of various kinds of ‘single-word’ type (i.e. they could be corrected without re-writing the sentence); communication established, although weight of error may cause some ‘blurring’.</p> <ul style="list-style-type: none"> • Sentences probably simple and repetitive in structure. • Frequent errors in verb forms and haphazard changes of tense confuse meaning. • Vocabulary conveys meaning but likely to be simple and imprecise; significant idiomatic errors. • Spelling may be inconsistent. • Punctuation and paragraphing may be haphazard or non-existent.
Band 2	2–3	<p>Sense usually decipherable but some errors will be ‘multiple’ (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.</p> <ul style="list-style-type: none"> • Unlikely to be more than a few accurate sentences, however simple, in the whole essay.
Band 1	1	<p>Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.</p> <ul style="list-style-type: none"> • Where occasional patches of relative clarity are evident, 1 mark should be given.
Band 0	0	<ul style="list-style-type: none"> • Insufficient to meet the criteria for Band 1.

Question	Answer	Marks
Section 2 Language 30 marks		
Band 8	27–30	<p>Highly accurate writing, apart from very occasional slips.</p> <ul style="list-style-type: none"> • Sentence structures varied for particular effects. • Verb forms largely correct and appropriate tenses consistently used. • Vocabulary wide and precise. • Punctuation accurate and helpful. • Spelling accurate, apart from very occasional slips. • Paragraphs have unity, are linked, and show evidence of planning. <p>Appropriateness and Content</p> <ul style="list-style-type: none"> • Consistently relevant. Interest aroused and sustained. • Tone and register entirely appropriate. • Descriptions have well-developed images helping to create complex atmospheres. • Arguments are well developed, logical, even complex. • Narratives are complex, sophisticated, possibly tense, and may contain devices such as flashbacks.

Question	Answer	Marks
Band 7	<p data-bbox="300 264 379 293">23–26</p> <p data-bbox="403 264 1310 327">Accurate writing; occasional errors are either slips or caused by ambition.</p> <ul data-bbox="403 367 1430 846" style="list-style-type: none"> <li data-bbox="403 367 1334 430">• Sentence structures show some variation to create some natural fluency. <li data-bbox="403 470 1321 533">• Occasional slips in verb forms or tense formation, but sequence consistent and clear throughout. <li data-bbox="403 573 1394 607">• Vocabulary precise enough to convey intended shades of meaning. <li data-bbox="403 647 1054 680">• Punctuation accurate and generally helpful. <li data-bbox="403 721 903 754">• Spelling nearly always accurate. <li data-bbox="403 795 1430 857">• Paragraphs have unity, are usually linked, and show some evidence of planning. <p data-bbox="403 887 820 920">Appropriateness and Content</p> <ul data-bbox="403 958 1366 1256" style="list-style-type: none"> <li data-bbox="403 958 1107 992">• Relevant. Interest aroused and mostly sustained. <li data-bbox="403 1025 871 1059">• Tone and register appropriate. <li data-bbox="403 1093 1366 1155">• Descriptions have interesting images and a range of detail, helping to create effective atmospheres. <li data-bbox="403 1189 1302 1256">• Arguments have clearly defined, cohesive, logical stages in their development <p data-bbox="403 1294 1417 1357">Narratives have effective detail creating character or setting, and may contain some sense of climax.</p>	

Question	Answer	Marks
Band 6	<p data-bbox="293 264 376 293">19–22</p> <p data-bbox="405 264 1337 331">Mostly accurate writing; errors from ambition do not mar clarity of communication.</p> <ul data-bbox="405 367 1430 949" style="list-style-type: none"> <li data-bbox="405 367 1406 434">• Some variety of sentence structures, but a tendency to repeat sentence types may produce a monotonous effect. <li data-bbox="405 470 1414 537">• Errors may occur in irregular verb forms, but control of tense sequence sufficient to sustain clear progression of events or ideas. <li data-bbox="405 573 1430 640">• Simple vocabulary mainly correct; errors may occur with more ambitious words. <li data-bbox="405 676 1369 743">• Punctuation generally accurate and sentence separation correctly marked, but errors may occur, e.g. with direct speech. <li data-bbox="405 779 1410 846">• Spelling of simple vocabulary accurate; some errors in more ambitious words. <li data-bbox="405 882 1353 949">• Paragraphs may show some unity, although links may be absent or inappropriate. <p data-bbox="405 985 820 1014">Appropriateness and Content</p> <ul data-bbox="405 1050 1385 1397" style="list-style-type: none"> <li data-bbox="405 1050 1385 1117">• Relevant. Some interest aroused, although there may be some lack of originality and/or planning. <li data-bbox="405 1153 1347 1189">• Tone usually appropriate, although there may be slips of register. <li data-bbox="405 1225 1374 1292">• Descriptions have satisfactory images, ideas and details which help to create atmosphere. <li data-bbox="405 1328 1414 1395">• Arguments make a series of relevant points, with some being developed; linking of ideas may be insecure. <p data-bbox="405 1431 1289 1460">Narratives are straightforward with proper sequencing of sentences.</p>	

Question	Answer	Marks
Band 5	<p data-bbox="301 264 379 293">15–18</p> <p data-bbox="403 264 1433 331">Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.</p> <ul data-bbox="403 367 1433 882" style="list-style-type: none"> <li data-bbox="403 367 1433 434">• Some variety of sentence length and structure, not always for particular purpose. <li data-bbox="403 470 1433 537">• Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturb ease of communication. <li data-bbox="403 573 1433 640">• Vocabulary usually adequate to convey intended meaning; idiom may be uncertain. <li data-bbox="403 676 1433 743">• Punctuation used but not always helpful; occasional sentence separation errors. <li data-bbox="403 779 1433 813">• Spelling of simple vocabulary accurate; errors in more difficult words. <li data-bbox="403 848 1433 882">• Paragraphs used but may lack unity or coherence. <p data-bbox="403 913 823 947">Appropriateness and Content</p> <ul data-bbox="403 949 1433 1361" style="list-style-type: none"> <li data-bbox="403 949 1433 1016">• Attempt to address topic but there may be digressions or failures of logic. May lack liveliness and interest. <li data-bbox="403 1052 1433 1086">• Tone may be uneven. <li data-bbox="403 1122 1433 1155">• Descriptions have some detail but may rely too much on narrative. <li data-bbox="403 1191 1433 1258">• Arguments have mainly relevant points but may be only partially developed, with some repetition. <li data-bbox="403 1294 1433 1361">• Narratives are largely a series of events with only occasional details of character and setting. 	

Question	Answer	Marks
Band 4	<p data-bbox="301 266 379 300">11–14</p> <p data-bbox="403 266 1356 333">Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.</p> <ul data-bbox="403 367 1433 918" style="list-style-type: none"> <li data-bbox="403 367 1362 434">• Some simple sentence structures accurate, but unlikely to sustain accuracy for long. <li data-bbox="403 470 1398 537">• Errors in verb forms and tenses will sometimes confuse sequence of events. <li data-bbox="403 573 1377 640">• Vocabulary limited, either too simple or imperfectly understood; some idiomatic errors likely. <li data-bbox="403 676 1315 743">• Simple punctuation usually accurate, but there may be frequent sentence separation errors. <li data-bbox="403 779 1433 846">• Spelling of simple vocabulary accurate; frequent errors in more difficult words. <li data-bbox="403 882 879 918">• Paragraphs used haphazardly. <p data-bbox="403 952 823 987">Appropriateness and Content</p> <ul data-bbox="403 987 1406 1330" style="list-style-type: none"> <li data-bbox="403 987 895 1023">• Some relevance. Some interest. <li data-bbox="403 1059 831 1095">• Tone may be inconsistent. <li data-bbox="403 1131 1123 1167">• Descriptions are relevant but lack scope or variety. <li data-bbox="403 1202 1406 1270">• Arguments make a few points but development is simple and not always logical; some obvious repetition of ideas. <li data-bbox="403 1305 1050 1341">• Narratives are simple, everyday or immature. 	

Question	Answer	Marks
Band 3	<p data-bbox="309 266 368 297">7–10</p> <p data-bbox="405 266 1398 400">The writing has many serious errors of various kinds of ‘single-word’ type (i.e. they could be corrected without re-writing the sentence); communication established, although weight of error may cause some ‘blurring’.</p> <ul data-bbox="405 439 1398 815" style="list-style-type: none"> <li data-bbox="405 439 1177 470">• Sentences probably simple and repetitive in structure. <li data-bbox="405 508 1398 573">• Frequent errors in verb forms and haphazard changes of tense confuse meaning. <li data-bbox="405 611 1369 676">• Vocabulary conveys meaning but likely to be simple and imprecise; significant idiomatic errors. <li data-bbox="405 714 858 745">• Spelling may be inconsistent. <li data-bbox="405 784 1326 815">• Punctuation and paragraphing may be haphazard or non-existent. <p data-bbox="405 853 820 884">Appropriateness and Content</p> <ul data-bbox="405 891 1326 1227" style="list-style-type: none"> <li data-bbox="405 891 895 922">• A little relevance. A little interest. <li data-bbox="405 960 975 992">• Some recognition of appropriate tone. <li data-bbox="405 1030 1038 1061">• In Descriptions the overall picture is unclear. <li data-bbox="405 1099 1305 1164">• In Arguments only a few points are discernible and the argument progresses only here and there. <li data-bbox="405 1202 1337 1234">• Narratives are very simple and may narrate events indiscriminately. 	

Question	Answer	Marks
Band 2	<p data-bbox="309 266 363 293">3–6</p> <p data-bbox="403 266 1406 360">Sense usually decipherable but some errors will be 'multiple' (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.</p> <ul data-bbox="403 405 1406 465" style="list-style-type: none"> • Unlikely to be more than a few accurate sentences, however simple, in the whole essay. <p data-bbox="403 506 820 533">Appropriateness and Content</p> <ul data-bbox="403 573 1406 913" style="list-style-type: none"> • Little relevance or interest. • Tone may be inappropriate. • In Descriptions the overall picture is very unclear. • In Arguments only a very few points are discernible and the argument barely progresses. • Narratives are extremely simple and may narrate events indiscriminately. 	
Band 1	<p data-bbox="309 949 363 976">1–2</p> <p data-bbox="403 949 1398 1010">Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.</p> <ul data-bbox="403 1055 1366 1115" style="list-style-type: none"> • Where occasional patches of relative clarity are evident, one mark should be given. <p data-bbox="403 1155 820 1182">Appropriateness and Content</p> <ul data-bbox="403 1189 1318 1249" style="list-style-type: none"> • Arguments are rarely relevant and may well be disordered, as are Descriptions and Narratives. 	
Band 0	<p data-bbox="309 1285 320 1312">0</p> <ul data-bbox="403 1285 991 1312" style="list-style-type: none"> • Insufficient to meet the criteria for Band 1. 	