



Cambridge O Level

ENGLISH LANGUAGE

1123/11

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 **16** 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	what kind of shop it is and what you do there	
2	why the shop is so busy and successful	
3	why working in the shop is a useful experience for you.	

Question	Answer	Marks
Section 1		
1	<p>Your uncle and aunt own a shop which is busy and successful. You sometimes help in the shop during your holidays. Your English teacher asks you to make a speech to your class about the shop and your experience of working there.</p> <p>Write your speech. You must include the following:</p> <ul style="list-style-type: none">• what kind of shop it is and what you do there• why the shop is so busy and successful• why working in the shop is a useful experience for you. <p>Cover all three points above in detail. You should make your speech interesting and informative.</p> <p>Start your speech ‘Good morning, everyone.’</p>	

Question	Answer	Marks
In Section 1 Task Fulfilment use the annotations below.		
Section 1 – Task Fulfilment – <u>Essential</u> annotations		
Annotation	Meaning	Placement
	Bullet point 1	Left margin
	Bullet point 2	Left margin
	Bullet point 3	Left margin
	Use with numbers above when point only touched on	Left margin
Textbox	Summative comment Reference to appropriate band descriptor	At end of response

Question	Answer	Marks
Detailed Marking Instructions for Section 2: Composition		
Section 2 Question		
Candidates are advised to write between 350 and 500 words.		
Description		
2	Describe a very lively, noisy place you know and a very quiet one. (Remember that you are describing the atmosphere and any people as well as the places.)	
Argument		
3	'First impressions are nearly always wrong.' Do you think this is true? Give reasons and examples to support your view.	
4	There is too much pressure on people to follow fashion. Do you agree? Give reasons and details to support your view.	
Narrative		
5	Write a story which includes the sentence: 'When they opened the jewellery box, they could not believe what was in it.'	
6	Write a story in which a train ticket 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="331 264 416 293">10–11</p> <p data-bbox="459 264 1390 331">Mostly accurate writing; errors from ambition do not mar clarity of communication.</p> <ul data-bbox="459 367 1417 949" style="list-style-type: none"> <li data-bbox="459 367 1337 434">• Some variety of sentence structures, but a tendency to repeat sentence types may produce a monotonous effect. <li data-bbox="459 470 1417 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 1353 640">• Simple vocabulary mainly correct; errors may occur with more ambitious words. <li data-bbox="459 676 1417 743">• Punctuation generally accurate and sentence separation correctly marked, but errors may occur, e.g. with direct speech. <li data-bbox="459 779 1337 846">• Spelling of simple vocabulary accurate; some errors in more ambitious words. <li data-bbox="459 882 1417 949">• Paragraphs may show some unity, although links may be absent or inappropriate. 	
Band 5	<p data-bbox="331 996 400 1025">8–9</p> <p data-bbox="459 996 1321 1064">Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.</p> <ul data-bbox="459 1099 1417 1637" style="list-style-type: none"> <li data-bbox="459 1099 1353 1167">• Some variety of sentence length and structure, not always for particular purpose. <li data-bbox="459 1202 1417 1270">• Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturb ease of communication. <li data-bbox="459 1305 1417 1373">• Vocabulary usually adequate to convey intended meaning; idiom may be uncertain. <li data-bbox="459 1408 1353 1476">• Punctuation used but not always helpful; occasional sentence separation errors. <li data-bbox="459 1512 1353 1579">• Spelling of simple vocabulary accurate; errors in more difficult words. <li data-bbox="459 1615 1182 1637">• Paragraphs used but may lack unity or coherence. 	

Question	Answer	Marks
Band 4	<p data-bbox="343 257 399 291">6–7</p> <p data-bbox="454 257 1404 324">Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.</p> <ul data-bbox="454 358 1428 907" style="list-style-type: none"> <li data-bbox="454 358 1428 436">• Some simple sentence structures accurate, but unlikely to sustain accuracy for long. <li data-bbox="454 459 1428 537">• Errors in verb forms and tenses will sometimes confuse sequence of events. <li data-bbox="454 560 1428 638">• Vocabulary limited, either too simple or imperfectly understood; some idiomatic errors likely. <li data-bbox="454 660 1428 739">• Simple punctuation usually accurate, but there may be frequent sentence separation errors. <li data-bbox="454 761 1428 840">• Spelling of simple vocabulary accurate; frequent errors in more difficult words. <li data-bbox="454 862 1428 907">• Paragraphs used haphazardly. 	
Band 3	<p data-bbox="343 940 399 974">4–5</p> <p data-bbox="454 940 1428 1108">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="454 1142 1428 1523" style="list-style-type: none"> <li data-bbox="454 1142 1428 1176">• Sentences probably simple and repetitive in structure. <li data-bbox="454 1209 1428 1288">• Frequent errors in verb forms and haphazard changes of tense confuse meaning. <li data-bbox="454 1310 1428 1388">• Vocabulary conveys meaning but likely to be simple and imprecise; significant idiomatic errors. <li data-bbox="454 1411 1428 1444">• Spelling may be inconsistent. <li data-bbox="454 1478 1428 1523">• Punctuation and paragraphing may be haphazard or non-existent. 	
Band 2	<p data-bbox="343 1545 399 1579">2–3</p> <p data-bbox="454 1545 1428 1657">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="454 1680 1428 1758" style="list-style-type: none"> <li data-bbox="454 1680 1428 1758">• Unlikely to be more than a few accurate sentences, however simple, in the whole essay. 	

Question	Answer		Marks
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	23–26	<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. <p>Appropriateness and Content</p> <ul style="list-style-type: none"> • Relevant. Interest aroused and mostly sustained. • Tone and register appropriate. • Descriptions have interesting images and a range of detail, helping to create effective atmospheres. • Arguments have clearly defined, cohesive, logical stages in their development • Narratives have effective detail creating character or setting, and may contain some sense of climax. 	

Question	Answer		Marks
Band 6	19–22	<p>Mostly accurate writing; errors from ambition do not mar clarity of communication.</p> <ul style="list-style-type: none"> • Some variety of sentence structures, but a tendency to repeat sentence types may produce a monotonous effect. • Errors may occur in irregular verb forms, but control of tense sequence sufficient to sustain clear progression of events or ideas. • Simple vocabulary mainly correct; errors may occur with more ambitious words. • Punctuation generally accurate and sentence separation correctly marked, but errors may occur, e.g. with direct speech. • Spelling of simple vocabulary accurate; some errors in more ambitious words. • Paragraphs may show some unity, although links may be absent or inappropriate. <p>Appropriateness and Content</p> <ul style="list-style-type: none"> • Relevant. Some interest aroused, although there may be some lack of originality and/or planning. • Tone usually appropriate, although there may be slips of register. • Descriptions have satisfactory images, ideas and details which help to create atmosphere. • Arguments make a series of relevant points, with some being developed; linking of ideas may be insecure. <p>Narratives are straightforward with proper sequencing of sentences.</p>	

Question	Answer	Marks
Band 5	<p data-bbox="331 264 416 297">15–18</p> <p data-bbox="459 264 1329 331">Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.</p> <ul data-bbox="459 365 1417 898" style="list-style-type: none"> <li data-bbox="459 365 1417 432">• Some variety of sentence length and structure, not always for particular purpose. <li data-bbox="459 465 1417 533">• Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturb ease of communication. <li data-bbox="459 566 1417 633">• Vocabulary usually adequate to convey intended meaning; idiom may be uncertain. <li data-bbox="459 667 1417 734">• Punctuation used but not always helpful; occasional sentence separation errors. <li data-bbox="459 768 1417 835">• Spelling of simple vocabulary accurate; errors in more difficult words. <li data-bbox="459 869 1417 898">• Paragraphs used but may lack unity or coherence. <p data-bbox="459 931 879 965">Appropriateness and Content</p> <ul data-bbox="459 999 1433 1391" style="list-style-type: none"> <li data-bbox="459 999 1433 1066">• Attempt to address topic but there may be digressions or failures of logic. May lack liveliness and interest. <li data-bbox="459 1099 1433 1128">• Tone may be uneven. <li data-bbox="459 1162 1433 1191">• Descriptions have some detail but may rely too much on narrative. <li data-bbox="459 1225 1433 1292">• Arguments have mainly relevant points but may be only partially developed, with some repetition. <li data-bbox="459 1326 1433 1391">• Narratives are largely a series of events with only occasional details of character and setting. 	

Question	Answer	Marks
Band 4	<p data-bbox="331 264 416 293">11–14</p> <p data-bbox="459 264 1412 331">Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.</p> <ul data-bbox="459 367 1418 913" style="list-style-type: none"> <li data-bbox="459 367 1418 434">• Some simple sentence structures accurate, but unlikely to sustain accuracy for long. <li data-bbox="459 470 1418 537">• Errors in verb forms and tenses will sometimes confuse sequence of events. <li data-bbox="459 573 1418 640">• Vocabulary limited, either too simple or imperfectly understood; some idiomatic errors likely. <li data-bbox="459 676 1418 743">• Simple punctuation usually accurate, but there may be frequent sentence separation errors. <li data-bbox="459 779 1418 846">• Spelling of simple vocabulary accurate; frequent errors in more difficult words. <li data-bbox="459 882 938 913">• Paragraphs used haphazardly. <p data-bbox="459 949 879 981">Appropriateness and Content</p> <ul data-bbox="459 1016 1366 1361" style="list-style-type: none"> <li data-bbox="459 1016 951 1048">• Some relevance. Some interest. <li data-bbox="459 1084 887 1115">• Tone may be inconsistent. <li data-bbox="459 1151 1177 1182">• Descriptions are relevant but lack scope or variety. <li data-bbox="459 1218 1366 1285">• Arguments make a few points but development is simple and not always logical; some obvious repetition of ideas. <li data-bbox="459 1321 1107 1352">• Narratives are simple, everyday or immature. 	
Band 3	<p data-bbox="331 1397 405 1426">7–10</p> <p data-bbox="459 1397 1366 1554">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="459 1590 1339 1904" style="list-style-type: none"> <li data-bbox="459 1590 1241 1621">• Sentences probably simple and repetitive in structure. <li data-bbox="459 1657 1339 1724">• Frequent errors in verb forms and haphazard changes of tense confuse meaning. <li data-bbox="459 1760 1278 1827">• Vocabulary conveys meaning but likely to be simple and imprecise; significant idiomatic errors. <li data-bbox="459 1863 922 1895">• Spelling may be inconsistent. <p data-bbox="459 1930 1334 1962">Punctuation and paragraphing may be haphazard or non-existent.</p>	

Question	Answer	Marks
Band 2	<p data-bbox="344 264 400 293">2–3</p> <p data-bbox="459 264 1374 365">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="459 405 1329 465" style="list-style-type: none"> <li data-bbox="459 405 1329 465">• Unlikely to be more than a few accurate sentences, however simple, in the whole essay. 	
Band 1	<p data-bbox="360 501 376 530">1</p> <p data-bbox="459 501 1417 562">Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.</p> <ul data-bbox="459 602 1390 663" style="list-style-type: none"> <li data-bbox="459 602 1390 663">• Where occasional patches of relative clarity are evident, 1 mark should be given. 	
Band 0	<p data-bbox="360 703 376 732">0</p> <ul data-bbox="459 703 1062 732" style="list-style-type: none"> <li data-bbox="459 703 1062 732">• Insufficient to meet the criteria for Band 1. 	