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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

0500/03

CONFIDENTIAL

Marking Scheme
IGCSE Examinations

Syllabus	Comp
0500/03 NOV 02	

General Points

Criteria

The following list is for guidance. Items in bold are strong discriminators.

Material	**Structure**	**Style**	**Accuracy**
Interest	Paragraphing	**Word range**	Grammar
Appropriateness	**Paragraph links**	**Sentence structure**	Punctuation
Exemplification	**Overall structure**	**Sense of audience**	Dialogue
Explanation	Sentence sequence	Varied style	Word usage
Detail	Structural effects	Stylistic effects	Spelling
Maturity	Beginning and end		

Technique of marking

Indicate errors and strengths in the writing on the script. Where there are many errors, indicate them in the first half only.

Read whole piece, judging its overall quality and whether it is consistent. Note where the beginning is well presented but later parts are poorly planned, careless and hurried. Also where climaxes to stories are not sustained and where mid sections are dragged out in too much detail. Where there is balance and consistency of expression (fluency) look to give high marks.

Balance all criteria, strengths and weaknesses.

Give a grade and then a mark within the grade.

Give brief comment based on criteria to justify the mark. Avoid subjective comments.

Do not penalise length. Candidates who write too much or too little show weaknesses in the criteria.

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Grade A: 36-40: Apart from very occasional "first draft" slips, the language is entirely accurate. **Sentence structures** demonstrate that the candidate has skill to use various lengths and types of sentence to achieve particular effects. The writing is stylistic and fluent. **Vocabulary** is wide and precise. There is a good range of accurate **punctuation** which helps to define meaning. **Spelling** is accurate. **Paragraphs** have unity, are linked and are well planned.

The topic is addressed relevantly throughout, and there is evidence of complex thought. A strong sense of audience satisfies the needs of the reader.

Grade B: 31-35: The language is accurate; occasional errors are either "first draft" slips or arise from use of ambitious structures or vocabulary. **Vocabulary** is wide enough to convey shades of meaning with some precision. **Sentences** show some variation of length and type, including confident use of complex sentences. There are signs of fluency and style, not always consistent. A fair range of accurate **punctuation** is used. **Spelling** is mostly accurate. **Paragraphs** show some evidence of planning, have unity and are usually linked. The overall structure is satisfactory.

The writing is a relevant response to the topic, there are instances of fairly complex thought and attempts are made to interest and satisfy the reader.

Grade C: 26-30: The language is largely accurate. Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. There is some evidence of a range of **vocabulary**, but there may be a lack of precision. **Sentences** show some variety of length and type but there may be a tendency to monotony. **Spelling** of simple vocabulary is correct, but there may be errors, for example where complex words are used or where the candidate has certain types of blind spot. **Punctuation** is generally accurate but may not be consistently so. Expect correct sentence separation however. **Paragraphs** may show some unity without strong links. Overall structure may lack balance and order.

The writing is mainly relevant and will occasionally raise the reader's interest. The sense of audience is not strong.

Grade D: 21-25: Language communicates meaning to the reader without blurring. There are patches of clear, accurate language particularly when it is simple. There is occasional variety of **sentence structure**. The range of **vocabulary** is adequate but is only occasionally precise. **Punctuation** is also adequate, but there may be sentence separation errors and the use of commas may be inconsistent. **Spelling** is rather inconsistent although most candidates spell simple vocabulary correctly. **Paragraphs** are used but sometimes lack unity or coherence. An attempt is made to address the topic, but there may be digressions.

There is little sense of audience or attempt to use event, argument or vocabulary to gain the interest of the reader.

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Grade E: 16-20: The gist is not in doubt, but errors are sufficiently frequent and perhaps serious enough to affect precision. **Simple structures** will often be accurate but scripts are unlikely to sustain accuracy for long. **Vocabulary** is plain, adequate for simple use and limited. Simple **punctuation** is usually accurate, but there may be numerous sentence separation errors. **Spelling** is inconsistent, although simple words are usually spelled accurately; scripts may demonstrate various weak spots in candidates' spelling. **Paragraphs** may be used haphazardly (indeterminate length, not always sequenced, unnecessarily short or long, etc).

The subject is addressed simply, both is language and in content, and the reader may be distracted by error and stylistic awkwardness.

Grade F: 11-15: There are many serious errors of various kinds although they can be corrected without, for the most part, re-writing the sentence. The reader can follow the script but there will be occasional blurring of meaning. **Sentences** are generally simple and of the same type. **Vocabulary** is usually used correctly but is simple and imprecise. **Spelling** and **punctuation** are often faulty. **Paragraphing** may be rarely or wrongly used.

Content may be very basic or interesting but obscured by the weight of error.

Grade G: 6-10: Sense can be deciphered but error may be multiple, requiring the reader to make great efforts to follow meaning. There are unlikely to be more than a few accurate sentences, however simple.

Content is very simple or more complex but very muddled and the reader's chief concern will be to follow it despite lack of coherence and order.