



---

**ENGLISH LANGUAGE**

**1123/12**

Paper 1 Writing

**May/June 2018**

MARK SCHEME

Maximum Mark: 60

---

**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 May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

---

IGCSE™ is a registered trademark.

This document consists of **14** 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 |
|---|--|-------|
| <p><b>The assessment objectives for Sections 1 and 2 are:</b><br/>Assessment Objectives for Writing (<b>AO1</b>)</p>  |  |       |
| 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               |       |
| <p>Assessment Objectives for Reading (<b>AO2</b>)</p>   |  |       |
| R1  | Demonstrate understanding of explicit meanings                       |       |
| R2  | Demonstrate understanding of implicit meanings and attitudes         |       |
| <p><b>Detailed Marking Instructions for Section 1: Directed Writing</b></p> <p>Candidates are expected to:</p> <ol style="list-style-type: none"> <li>1 write a <u>report</u> which communicates information clearly, accurately and economically;</li> <li>2 write between 200 and 300 words;</li> <li>3 carry out the instructions as detailed on the question paper regarding the particular information required.</li> </ol> <p>Candidates will be awarded up to 15 marks for following the task instructions and up to 15 marks for the language used.</p> <p>Total marks for Section 1: <b>30</b>.</p> <p>In order to fulfil these assessment objectives in Section 1, a ‘best fit’ principle is applied using the Task Fulfilment and Language band descriptors.</p> |  |       |

| Question         | Answer  | Marks |
|------------------|---|-------|
| <b>Section 1</b> |   |       |
| 1                | <p><b>Your school is very popular and the number of students is increasing. This means that it is more difficult to buy snacks at break time. Your Principal wants to make break time easier for everyone. She asks you to write a report for her about how to do this.</b></p> <p><b>Write your report. You must include the following:</b></p> <ul style="list-style-type: none"><li>• <b>some of the difficulties that you and other students have at break time</b></li><li>• <b>suggestions about how the school can make break time easier</b></li><li>• <b>how the students <u>and</u> the school will benefit.</b></li></ul> <p><b>Cover all three points above in detail. You should make your report polite and informative. Start your report ‘To the Principal,’ and remember to supply a signature and date.</b></p> |       |

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

| Question                 | Answer | Marks   |
|--------------------------|--------|---|
| <b>Language 15 marks</b> |        |   |
| Band 8                   | 14–15  | <p><b>Highly accurate writing, apart from very occasional slips.</b></p> <ul style="list-style-type: none"> <li>• Sentence structures <b>varied for particular effects</b>.</li> <li>• Verb forms <b>largely correct</b> and <b>appropriate tenses consistently used</b>.</li> <li>• Vocabulary <b>wide</b> and <b>precise</b>.</li> <li>• Punctuation <b>accurate</b> and <b>helpful</b>.</li> <li>• Spelling <b>accurate</b>, apart from very occasional slips.</li> <li>• Paragraphs have <b>unity</b>, are <b>linked</b>, and show <b>evidence of planning</b>.</li> </ul>  |
| Band 7                   | 12–13  | <p><b>Accurate writing; occasional errors are either slips or caused by ambition.</b></p> <ul style="list-style-type: none"> <li>• Sentence structures show <b>some variation</b> to create <b>some natural fluency</b>.</li> <li>• <b>Occasional slips</b> in verb forms or tense formation, but <b>sequence consistent</b> and <b>clear</b> throughout.</li> <li>• Vocabulary <b>precise enough to convey intended shades of meaning</b>.</li> <li>• Punctuation <b>accurate</b> and <b>generally helpful</b>.</li> <li>• Spelling <b>nearly always accurate</b>.</li> <li>• Paragraphs have <b>unity</b>, are <b>linked</b>, and show <b>some evidence of planning</b>.</li> </ul>   |
| Band 6                   | 10–11  | <p><b>Mostly accurate writing; errors from ambition do not mar clarity of communication.</b></p> <ul style="list-style-type: none"> <li>• <b>Some variety</b> of sentence structures, but a tendency to repeat sentence types may produce a monotonous effect.</li> <li>• Errors may occur in irregular verb forms, but <b>control of tense sequence sufficient</b> to sustain clear progression of events or ideas.</li> <li>• <b>Simple</b> vocabulary <b>mainly correct</b>; errors may occur with more ambitious words.</li> <li>• Punctuation <b>generally accurate</b> and <b>sentence separation correctly marked</b>, but errors may occur, e.g. with direct speech.</li> <li>• Spelling of <b>simple vocabulary accurate</b>; some errors in more ambitious words.</li> <li>• Paragraphs may show <b>some unity</b>, although links may be absent or inappropriate.</li> </ul> |

| Question | Answer | Marks   |
|----------|--------|---|
| Band 5   | 8–9    | <p><b>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.</b></p> <ul style="list-style-type: none"> <li>• <b>Some variety</b> of sentence <b>length</b> and <b>structure</b>, not always for particular purpose.</li> <li>• <b>Errors</b> in verb forms and tense consistency <b>may cause uncertainty in sequence of events</b> or disturb ease of communication.</li> <li>• Vocabulary <b>usually adequate to convey intended meaning</b>; idiom may be uncertain.</li> <li>• Punctuation <b>used</b> but not always helpful; <b>occasional sentence separation errors</b>.</li> <li>• Spelling of <b>simple vocabulary accurate</b>; errors in more difficult words.</li> <li>• Paragraphs <b>used</b> but may lack unity or coherence.</li> </ul> |
| Band 4   | 6–7    | <p><b>Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.</b></p> <ul style="list-style-type: none"> <li>• <b>Some simple sentence structures accurate</b>, but unlikely to sustain accuracy for long.</li> <li>• <b>Errors</b> in verb forms and tenses will <b>sometimes confuse sequence of events</b>.</li> <li>• Vocabulary <b>limited</b>, either too simple or imperfectly understood; some idiomatic errors likely.</li> <li>• <b>Simple</b> punctuation <b>usually accurate</b>, but there may be frequent sentence separation errors.</li> <li>• Spelling of <b>simple vocabulary accurate</b>; <b>frequent errors</b> in more difficult words.</li> <li>• Paragraphs <b>used haphazardly</b>.</li> </ul>    |
| Band 3   | 4–5    | <p><b>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’.</b></p> <ul style="list-style-type: none"> <li>• Sentences probably <b>simple</b> and <b>repetitive</b> in structure.</li> <li>• Frequent errors in verb forms and haphazard changes of tense <b>confuse meaning</b>.</li> <li>• Vocabulary <b>conveys meaning</b> but likely to be <b>simple</b> and <b>imprecise</b>; significant idiomatic errors.</li> <li>• Spelling <b>may be inconsistent</b>.</li> <li>• Punctuation and paragraphing <b>may be haphazard</b> or non-existent.</li> </ul>   |
| Band 2   | 2–3    | <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Unlikely to be more than <b>a few accurate sentences</b>, however simple, in the whole essay.</li> </ul>  |

| Question | Answer | Marks   |
|----------|--------|---|
| Band 1   | 1      | <b>Scripts almost entirely or entirely impossible to recognise as pieces of English writing ; whole sections make no sense at all.</b> <ul style="list-style-type: none"><li>• Where <b>occasional patches of relative clarity</b> are evident, 1 mark should be given.</li></ul> |
| Band 0   | 0      | <ul style="list-style-type: none"><li>• Insufficient to meet the criteria for Band 1.</li></ul>   |



| Question  | Answer | Marks |
|---|--------|-------|
| <b>Section 2</b>  |        |       |
| <b>Detailed Marking Instructions for Section 2: Composition</b>   |        |       |
| <p>The 'best fit' principle is applied, as in the following table. Please note, the primary emphasis is on the quality of Language; descriptors for appropriateness and content are then used to adjust the mark.</p> <p>Total marks for Section 2: 30<br/>Candidates are advised to write between 350 and 500 words.</p> |        |       |

| Question | Answer   | Marks |
|----------|--|-------|
| 2        | <b>Describe two different places where you would take a relative who is visiting you. (Remember you are describing the atmosphere and the surroundings, not just what you do there.)</b> |       |

| Question | Answer   | Marks |
|----------|--|-------|
| 3        | <b>Do you think elderly people are important in the family and modern society? Give reasons and examples to support your view.</b> |       |

| Question | Answer  | Marks |
|----------|---|-------|
| 4        | <b>What are the arguments for and against students working at a part-time job while they are still at school? Give reasons and examples to support your view.</b> |       |

| Question | Answer   | Marks |
|----------|--|-------|
| 5        | <b>Write a story which includes the words: 'When they entered the room we were impressed by what they were wearing.'</b> |       |

| Question | Answer   | Marks |
|----------|--|-------|
| 6        | <b>Write a story about someone who lost all his possessions while he was helping other people.</b> |       |

| Question  | Answer | Marks   |
|---|--------|---|
| <b>Quality of Language and Appropriateness and Content 30 marks</b> |        |   |
| Band 8  | 27–30  | <p><b>Highly accurate writing, apart from very occasional slips; highly appropriate to chosen task type.</b></p> <p><b>Quality of Language</b></p> <ul style="list-style-type: none"> <li>• Sentence structures <b>varied for particular effects.</b></li> <li>• Verb forms <b>largely correct</b> and <b>appropriate tenses consistently used.</b></li> <li>• Vocabulary <b>wide</b> and <b>precise.</b></li> <li>• Punctuation <b>accurate</b> and <b>helpful.</b></li> <li>• Spelling <b>accurate</b> apart from <b>very occasional slips.</b></li> <li>• Paragraphs have <b>unity</b>, are <b>linked</b>, and show <b>evidence of planning.</b></li> </ul> <p><b>Appropriateness and Content</b></p> <ul style="list-style-type: none"> <li>• <b>Consistently relevant.</b> Interest aroused and sustained.</li> <li>• Tone and register <b>entirely appropriate.</b></li> <li>• Descriptions have well-developed images helping to create complex atmospheres.</li> <li>• Arguments are well developed, logical, even complex.</li> <li>• Narratives are complex, sophisticated, possibly tense, and may contain devices such as flashbacks.</li> </ul>  |
| Band 7  | 23–26  | <p><b>Accurate writing: occasional errors are either slips or caused by ambition; appropriate to chosen task type.</b></p> <p><b>Quality of Language</b></p> <ul style="list-style-type: none"> <li>• Sentence structures show <b>some variation</b> to create <b>some natural fluency.</b></li> <li>• <b>Occasional slips</b> in verb forms or tense formation, but <b>sequence consistent and clear throughout.</b></li> <li>• Vocabulary <b>precise enough to convey intended shades of meaning.</b></li> <li>• Punctuation <b>accurate</b> and <b>generally helpful.</b></li> <li>• Spelling <b>nearly always accurate.</b></li> <li>• Paragraphs have <b>unity</b>, are <b>usually linked</b>, and show <b>some evidence of planning.</b></li> </ul> <p><b>Appropriateness and Content</b></p> <ul style="list-style-type: none"> <li>• <b>Relevant.</b> Interest aroused and mostly sustained.</li> <li>• Tone and register <b>appropriate.</b></li> <li>• Descriptions have interesting images and a range of detail, helping to create effective atmospheres.</li> <li>• Arguments have clearly defined, cohesive, logical stages in their development.</li> <li>• Narratives have effective detail creating character or setting, and may contain some sense of climax.</li> </ul> |

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

| Question | Answer   | Marks |
|----------|--|-------|
| Band 5   | <p><b>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language; sufficiently accurate for chosen task type.</b></p> <p><b>Quality of Language</b></p> <ul style="list-style-type: none"> <li>• <b>Some variety</b> of sentence <b>length</b> and <b>structure</b>, not always for particular purpose.</li> <li>• <b>Errors</b> in verb forms and tense consistency <b>may cause uncertainty in sequence of events</b> or disturb ease of communication.</li> <li>• Vocabulary <b>usually adequate to convey intended meaning</b>; idiom may be uncertain.</li> <li>• Punctuation <b>used</b> but not always helpful; <b>occasional sentence separation errors</b>.</li> <li>• Spelling of <b>simple vocabulary accurate</b>; <b>errors</b> in more difficult words.</li> <li>• Paragraphs <b>used</b> but <b>may lack unity</b> or <b>coherence</b>.</li> </ul> <p><b>Appropriateness and Content</b></p> <ul style="list-style-type: none"> <li>• <b>Attempt to address topic</b> but there may be digressions or failures of logic. May lack liveliness and interest.</li> <li>• Tone <b>may be uneven</b>.</li> <li>• Descriptions have some detail but may rely too much on narrative.</li> <li>• Arguments have mainly relevant points but may be only partially developed, with some repetition.</li> <li>• Narratives are largely a series of events with only occasional details of character and setting.</li> </ul> | 15–18 |

| Question | Answer | Marks  |
|----------|--------|--|
| Band 4   | 11–14  | <p><b>Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.</b></p> <p><b>Quality of Language</b></p> <ul style="list-style-type: none"> <li>• <b>Some simple sentence structures accurate</b> but unlikely to sustain accuracy for long.</li> <li>• <b>Errors</b> in verb forms and tenses <b>will sometimes confuse sequence of events.</b></li> <li>• Vocabulary <b>limited</b>, either too simple or imperfectly understood; some idiomatic errors likely.</li> <li>• <b>Simple</b> punctuation <b>usually accurate</b>, but there <b>may be frequent sentence separation errors.</b></li> <li>• Spelling of <b>simple vocabulary accurate, frequent errors</b> in more difficult words.</li> <li>• Paragraphs <b>used haphazardly.</b></li> </ul> <p><b>Appropriateness and Content</b></p> <ul style="list-style-type: none"> <li>• <b>Some relevance.</b> Some interest.</li> <li>• Tone <b>may be inconsistent.</b></li> <li>• Descriptions are relevant but lack scope or variety.</li> <li>• Arguments make a few points but development is simple and not always logical; some obvious repetition of ideas.</li> <li>• Narratives are simple, everyday or immature.</li> </ul> |
| Band 3   | 7–10   | <p><b>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’.</b></p> <p><b>Quality of Language</b></p> <ul style="list-style-type: none"> <li>• Sentences probably <b>simple</b> and <b>repetitive</b> in structure.</li> <li>• Frequent errors in verb forms and haphazard changes of tense <b>confuse meaning.</b></li> <li>• Vocabulary <b>conveys meaning</b> but likely to be <b>simple</b> and <b>imprecise</b>; significant idiomatic errors.</li> <li>• Spelling <b>may be inconsistent.</b></li> <li>• Punctuation and paragraphing <b>may be haphazard</b> or non-existent.</li> </ul> <p><b>Appropriateness and Content</b></p> <ul style="list-style-type: none"> <li>• <b>A little</b> relevance. A little interest.</li> <li>• <b>Some recognition</b> of appropriate tone.</li> <li>• In Descriptions the overall picture is unclear.</li> <li>• In Arguments only a few points are discernible and the argument progresses only here and there.</li> <li>• Narratives are very simple and may narrate events indiscriminately.</li> </ul>   |

| Question | Answer | Marks   |
|----------|--------|---|
| Band 2   | 3–6    | <p><b>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.</b></p> <p><b>Quality of Language</b></p> <ul style="list-style-type: none"> <li>• Unlikely to be more than a <b>few accurate sentences</b>, however simple, in the whole essay.</li> </ul> <p><b>Appropriateness and Content</b></p> <ul style="list-style-type: none"> <li>• <b>Little relevance</b> or interest.</li> <li>• Tone <b>may be inappropriate</b>.</li> <li>• In Descriptions the overall picture is very unclear.</li> <li>• In Arguments only a very few points are discernible and the argument barely progresses.</li> <li>• Narratives are extremely simple and may narrate events indiscriminately.</li> </ul> |
| Band 1   | 1–2    | <p><b>Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.</b></p> <p><b>Quality of Language</b></p> <ul style="list-style-type: none"> <li>• Where <b>occasional patches of relative clarity</b> are evident, 2 or 1 mark(s) should be given.</li> </ul> <p><b>Appropriateness and Content</b></p> <ul style="list-style-type: none"> <li>• Arguments are rarely relevant and may well be disordered, as are Descriptions and Narratives.</li> </ul>   |
| Band 0   | 0      | <ul style="list-style-type: none"> <li>• Insufficient to meet the criteria for Band 1.</li> </ul>   |