Cambridge O Level

ENGLISH LANGUAGE **1123/02**

Paper 2 Writing **For examination from 2024**

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **10** pages.

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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 descriptions 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

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 texts.

Section A: Directed Writing

Question 1

This question tests the following writing assessment objectives (15 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 the following reading assessment objectives (10 marks)

R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
R5 select and use information for specific purposes.

Question	Answer	Marks
1	<u>Write a magazine article</u> for young people about the advantages and disadvantages of travelling to other countries. **In your article you should:** • **evaluate the ideas and opinions in <u>both</u> texts** • **give your own views, based on what you have read in the texts about the advantages and disadvantages of travelling to other countries.** **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.** **Begin your article with a suitable headline.** **Write about 250 to 350 words.** <u>**Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing.**</u> Notes on task **Responses *might* use the following ideas:** **Text 1** • 'so much to see in their native lands' – lots of people don't get to know their own countries. • 'fuel-guzzling aeroplane' / 'eco-friendly', 'carbon footprint' – it's much better for the environment to take vacations in your own country • 'ridiculously high prices ... crowded tourist attractions ... ripped off' – holidays in other countries are often disappointing • getting to know and understand/appreciate your own country/culture is important and rewarding • spend holidays seeing family and friends **Text 2** • it is human nature to want to travel / see new things • travel is educational and offers many opportunities to learn new things • travel can be life-changing and can have positive impacts on people in terms of personality and values • meeting friends from other cultures helps us realise that the world is smaller than we think • travel can make people less focused on material possessions and appreciate the beautiful things in the world that are free	25

Question	Answer	Marks
1	**Possible evaluation of ideas:** **Text 1** • whether people neglect their own country and what it has to offer due to their desire to travel to other countries / people fail to appreciate what they have • whether travelling to other countries has an unacceptable impact on the environment / whether we should be considering our carbon footprint more carefully • whether the tourist industry just exploits people financially and ruins places of beauty and interest • whether people appreciate and understand their own culture properly **Text 2** • whether travel is educational or just about holidays • whether we are too materialistic or whether seeing the world is just part of that materialism • how important it is to experience different cultures and meet people from different countries • whether we need to travel to understand different cultures in the age of the internet **Possible synthesis of ideas:** The voice in Text 1 is older whereas Text 2 is from the perspective of a young person who travelled widely after A Levels. Both texts agree that travel has some advantages, but Text 1 argues that people should spend more time getting to know their own country rather than holidaying in other countries whereas Text 2 focuses on the advantages young people get from travelling to other countries. Text 1 also cites the impact of air travel on the environment whereas Text 2 doesn't acknowledge this at all – candidates may express their own views on this. Text 2 seems more directed at young people whereas Text 1 may focus more on older people. Text 2 seems more idealistic and just focuses on the positives.	

Marking criteria for Section A, Question 1

Table A, Reading

Use the following table to give a mark out of 10 for reading.

Level	Marks	Description
5	9–10	• Selects a wide range of relevant facts, ideas and opinions from the text(s). (R5) • Analyses, evaluates and develops the chosen content in a way that clearly fulfils all elements of the task. (R3)
4	7–8	• Selects a range of relevant facts, ideas and opinions from the text(s). (R5) • Some analysis, evaluation and development and a clear focus on the task. (R3)
3	5–6	• Identifies sufficient relevant facts, ideas and opinions from the text(s). (R5) • Some development of ideas in a reasonably focused response. (R3)
2	3–4	• Identifies some relevant points from the text(s). (R5) • Occasional development of ideas in a response that is sometimes focused. (R3)
1	1–2	• Attempts to identify a few relevant points from the text(s). (R5) • Evidence of some focus on the task. (R3)
0	0	• No creditable content

Table B, Writing

Use the following table to give a mark out of 15 for writing.

Level	Marks	Description
5	13–15	• Content is complex, well developed and effective. (W1) • Well-organised structure that assimilates ideas from the text(s). (W2) • Uses a wide range of well-constructed sentences accurately, including complex sentences. (W3) • Precise and effective use of a wide range of vocabulary. (W3) • Consistently appropriate tone and register for audience and purpose. (W4) • Highly accurate use of complex spelling, punctuation and grammar. (W5)
4	10–12	• Content is developed and effective. (W1) • Secure organisation that combines ideas from the text(s). (W2) • Uses a range of sentence structures accurately, including some complex ones. (W3) • Effective use of a range of vocabulary. (W3) • Mostly appropriate tone and register for audience and purpose. (W4) • Accurate use of spelling, punctuation and grammar, including some complex language. (W5)
3	7–9	• Content is relevant with some development. (W1) • Some attempt to organise and structure ideas from the text(s). (W2) • Uses most sentence structures accurately, sometimes attempting complex ones with success. (W3) • Uses a straightforward range of appropriate vocabulary. (W3) • Some awareness of an appropriate tone and register for audience and purpose. (W4) • Uses a straightforward range of spelling, punctuation and grammar. (W5)
2	4–6	• Content is straightforward with occasional development. (W1) • Occasional attempt to organise and structure ideas from the text(s). (W2) • Uses simple sentence structures accurately which may be repetitive. (W3) • Uses a range of simple vocabulary which may be repetitive. (W3) • A little awareness of appropriate tone or register. (W4) • Generally accurate use of more simple spelling, punctuation and grammar. (W5)
1	1–3	• Content is simple with a little development of ideas. (W1) • Organisation and structure rely largely on sequence in original text(s). (W2) • Attempts to use simple sentence structures. (W3) • Uses some simple vocabulary accurately. (W3) • Some accuracy in simple spelling, punctuation and grammar. (W5)
0	0	• No creditable content.

Section B: Composition

Questions 2, 3, 4 or 5

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
W5 make accurate use of spelling, punctuation and grammar.

Question	Answer	Marks
2	**EITHER** **Descriptive writing** **Write a description of a crowded place before <u>and</u> during a sudden burst of heavy rain.** Use Table A to give a mark out of 10 for content and structure, and Table B to give a mark out of 15 for style and accuracy.	**25**

Question	Answer	Marks
3	**OR** **Descriptive writing** **Describe the feelings you experienced leading up to a challenging event <u>and</u> the feelings you experienced afterwards. (The challenging event could be sporting, academic or any other activity.)** Use Table A to give a mark out of 10 for content and structure, and Table B to give a mark out of 15 for style and accuracy.	**25**

Question	Answer	Marks
4	**OR** **Narrative writing** **Write a story in which something unexpected happens at an important school event.** Use Table A to give a mark out of 10 for content and structure, and Table B to give a mark out of 15 for style and accuracy.	**25**

Question	Answer	Marks
5	**OR** **Narrative writing** **Write a story that includes the sentence: 'When I saw the photograph, the memories came rushing back.'** Use Table A to give a mark out of 10 for content and structure, and Table B to give a mark out of 15 for style and accuracy.	25

Marking criteria for Section B

Table A, Composition: Content and structure

Level	Marks	Description
5	9–10	**Consistently effective response to the task** • A wide range of descriptive or narrative features used to create a consistently effective response. (W1) • Structure is clear, well balanced and carefully organised for deliberate effect. (W2)
4	7–8	**Mostly effective response to the task** • A range of descriptive or narrative features used to create a mostly effective response. (W1) • Structure is mostly clear, balanced and well organised, with some choices made for deliberate effect. (W2)
3	5–6	**Sometimes effective response to the task** • Some use of descriptive or narrative features to create a sometimes effective response. (W1) • Structure is reasonably clear, with some organisation and some choices made for deliberate effect. (W2)
2	3–4	**Adequate response to the task** • A few ideas and/or experiences are expressed in an attempt to convey what is thought, felt and/or imagined. (W1) • Structure is occasionally clear, with some attempt at organisation to achieve effects. (W2)
1	1–2	**Task is addressed** • An attempt to convey what is thought, felt and/or imagined. (W1) • Some attempt to structure ideas. (W2)
0	0	• No creditable content

Table B, Composition: Style and accuracy

Level	Marks	Description
5	13–15	• Uses a wide range of well-constructed sentences accurately, including complex sentences. (W3) • Precise and effective use of a wide range of vocabulary. (W3) • Highly accurate use of complex spelling, punctuation and grammar. (W5)
4	10–12	• Uses a range of sentence structures accurately, including some complex ones. (W3) • Effective use of a range of vocabulary. (W3) • Accurate use of spelling, punctuation and grammar, including some complex language. (W5)
3	7–9	• Uses most sentence structures accurately, sometimes attempting complex ones with success. (W3) • Uses a straightforward range of appropriate vocabulary. (W3) • Uses a straightforward range of spelling, punctuation and grammar. (W5)
2	4–6	• Uses simple sentence structures accurately which may be repetitive. (W3) • Uses a range of simple vocabulary which may be repetitive. (W3) • Generally accurate use of more simple spelling, punctuation and grammar. (W5)
1	1–3	• Attempts to use simple sentence structures. (W3) • Uses simple vocabulary accurately. (W3) • Some accuracy in simple spelling, punctuation and grammar. (W5)
0	0	• No creditable content