



## Cambridge O Level

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ENGLISH LANGUAGE

1123/11

Paper 1 Writing

May/June 2020

MARK SCHEME

Maximum Mark: 60

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**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.

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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
<b>The assessment objectives for Sections 1 and 2 are:</b>		
Assessment Objectives for Writing ( <b>AO1</b> )		
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 ( <b>AO2</b> )		
R1	Demonstrate understanding of explicit meanings	
R2	Demonstrate understanding of implicit meanings and attitudes	
<b>Detailed Marking Instructions for Section 1: Directed Writing.</b>		
<p>Candidates are expected to:</p> <ol style="list-style-type: none"> <li>1 write a letter which communicates information clearly, accurately and economically</li> <li>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.</li> </ol> <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> <p><b>Notation used in Section 1 to indicate where required information is addressed:</b></p> <p><span style="border: 1px solid red; padding: 2px;">1</span> what kind of shop it is <b>and</b> what you do there</p> <p><span style="border: 1px solid red; padding: 2px;">2</span> why the shop is so busy and successful</p> <p><span style="border: 1px solid red; padding: 2px;">3</span> why working in the shop is a useful experience for you.</p>		

Question	Answer	Marks
<b>Section 1</b>		
1	<p><b>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.</b></p> <p><b>Write your speech. You must include the following:</b></p> <ul style="list-style-type: none"><li>• <b>what kind of shop it is and what you do there</b></li><li>• <b>why the shop is so busy and successful</b></li><li>• <b>why working in the shop is a useful experience for you.</b></li></ul> <p><b>Cover all three points above in detail. You should make your speech interesting and informative.</b></p> <p><b>Start your speech ‘Good morning, everyone.’</b></p>	

Question	Answer	Marks
<b>In Section 1 Task Fulfilment</b> use the annotations below.		
<b>Section 1 – Task Fulfilment – <u>Essential</u> annotations</b>		
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
<b>Textbox</b>	<b>Summative comment</b> Reference to appropriate band descriptor	At end of response

Question	Answer	Marks
<b>Detailed Marking Instructions for Section 2: Composition</b>		
<b>Section 2 Question</b>		
Candidates are advised to write between 350 and 500 words.		
<b>Description</b>		
2	<b>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.)</b>	
<b>Argument</b>		
3	<b>'First impressions are nearly always wrong.' Do you think this is true? Give reasons and examples to support your view.</b>	
4	<b>There is too much pressure on people to follow fashion. Do you agree? Give reasons and details to support your view.</b>	
<b>Narrative</b>		
5	<b>Write a story which includes the sentence: 'When they opened the jewellery box, they could not believe what was in it.'</b>	
6	<b>Write a story in which a train ticket plays an important part.</b>	

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

Question	Answer	Marks
<b>Section 1 Language 15 marks</b>		
<b>Band 8</b>	<b>14–15</b>	<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>
<b>Band 7</b>	<b>12–13</b>	<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>usually linked</b>, and show <b>some evidence of planning</b>.</li> </ul>

Question	Answer	Marks
Band 6	<p data-bbox="331 264 416 293">10–11</p> <p data-bbox="459 264 1390 331"><b>Mostly accurate writing; errors from ambition do not mar clarity of communication.</b></p> <ul data-bbox="459 367 1418 949" style="list-style-type: none"> <li data-bbox="459 367 1337 434">• <b>Some variety</b> of sentence structures, but a tendency to repeat sentence types may produce a monotonous effect.</li> <li data-bbox="459 470 1410 537">• 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 data-bbox="459 573 1350 640">• <b>Simple</b> vocabulary <b>mainly correct</b>; errors may occur with more ambitious words.</li> <li data-bbox="459 676 1418 743">• Punctuation <b>generally accurate</b> and <b>sentence separation correctly marked</b>, but errors may occur, e.g. with direct speech.</li> <li data-bbox="459 779 1334 846">• Spelling of <b>simple vocabulary accurate</b>; some errors in more ambitious words.</li> <li data-bbox="459 882 1410 949">• Paragraphs may show <b>some unity</b>, although links may be absent or inappropriate.</li> </ul>	
Band 5	<p data-bbox="331 981 400 1010">8–9</p> <p data-bbox="459 981 1318 1048"><b>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.</b></p> <ul data-bbox="459 1084 1415 1630" style="list-style-type: none"> <li data-bbox="459 1084 1353 1151">• <b>Some variety</b> of sentence <b>length</b> and <b>structure</b>, not always for particular purpose.</li> <li data-bbox="459 1187 1415 1254">• <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 data-bbox="459 1290 1406 1357">• Vocabulary <b>usually adequate to convey intended meaning</b>; idiom may be uncertain.</li> <li data-bbox="459 1393 1350 1460">• Punctuation <b>used</b> but not always helpful; <b>occasional sentence separation errors</b>.</li> <li data-bbox="459 1496 1353 1563">• Spelling of <b>simple vocabulary accurate</b>; errors in more difficult words.</li> <li data-bbox="459 1599 1182 1630">• Paragraphs <b>used</b> but may lack unity or coherence.</li> </ul>	



Question	Answer	Marks
Band 4	<p data-bbox="347 264 400 293">6–7</p> <p data-bbox="459 264 1406 331"><b>Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.</b></p> <ul data-bbox="459 367 1430 913" style="list-style-type: none"> <li data-bbox="459 367 1430 434">• <b>Some simple sentence structures accurate</b>, but unlikely to sustain accuracy for long.</li> <li data-bbox="459 470 1430 537">• <b>Errors</b> in verb forms and tenses will <b>sometimes confuse sequence of events</b>.</li> <li data-bbox="459 573 1430 640">• Vocabulary <b>limited</b>, either too simple or imperfectly understood; some idiomatic errors likely.</li> <li data-bbox="459 676 1430 743">• <b>Simple</b> punctuation <b>usually accurate</b>, but there may be frequent sentence separation errors.</li> <li data-bbox="459 779 1430 846">• Spelling of <b>simple vocabulary accurate</b>; <b>frequent errors</b> in more difficult words.</li> <li data-bbox="459 882 1430 913">• Paragraphs <b>used haphazardly</b>.</li> </ul>	
Band 3	<p data-bbox="347 949 400 978">4–5</p> <p data-bbox="459 949 1430 1115"><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 data-bbox="459 1151 1430 1532" style="list-style-type: none"> <li data-bbox="459 1151 1430 1182">• Sentences probably <b>simple</b> and <b>repetitive</b> in structure.</li> <li data-bbox="459 1218 1430 1285">• Frequent errors in verb forms and haphazard changes of tense <b>confuse meaning</b>.</li> <li data-bbox="459 1321 1430 1388">• Vocabulary <b>conveys meaning</b> but likely to be <b>simple</b> and <b>imprecise</b>; significant idiomatic errors.</li> <li data-bbox="459 1424 1430 1456">• Spelling <b>may be inconsistent</b>.</li> <li data-bbox="459 1491 1430 1532">• Punctuation and paragraphing <b>may be haphazard</b> or non-existent.</li> </ul>	
Band 2	<p data-bbox="347 1565 400 1594">2–3</p> <p data-bbox="459 1565 1430 1666"><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 data-bbox="459 1702 1430 1765" style="list-style-type: none"> <li data-bbox="459 1702 1430 1765">• Unlikely to be more than <b>a few accurate sentences</b>, however simple, in the whole essay.</li> </ul>	

Question	Answer	Marks
<b>Band 1</b>	<b>1</b> <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>	
<b>Band 0</b>	<b>0</b> <ul style="list-style-type: none"><li>• Insufficient to meet the criteria for Band 1.</li></ul>	

Question	Answer	Marks
<b>Section 2 Language 30 marks</b>		
<b>Band 8</b>	<b>27–30</b>	<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> <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>

Question	Answer		Marks
Band 7	23–26	<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>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	19–22	<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> <p><b>Appropriateness and Content</b></p> <ul style="list-style-type: none"> <li>• <b>Relevant.</b> Some interest aroused, 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> </ul> <p>Narratives are straightforward with proper sequencing of sentences.</p>	

Question	Answer		Marks
Band 5	15–18	<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> <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>	

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> <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> <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> <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> </ul> <p>Punctuation and paragraphing <b>may be haphazard</b> or non-existent.</p>	

Question	Answer	Marks
<b>Band 2</b>	<b>2–3</b>	<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 a <b>few accurate sentences</b>, however simple, in the whole essay.</li> </ul>
<b>Band 1</b>	<b>1</b>	<p><b>Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.</b></p> <ul style="list-style-type: none"> <li>Where <b>occasional patches of relative clarity</b> are evident, 1 mark should be given.</li> </ul>
<b>Band 0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>Insufficient to meet the criteria for Band 1.</li> </ul>