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**ENGLISH**

**1123/11**

Paper 1 Writing

**October/November 2018**

MARK SCHEME

Maximum Mark: 60

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**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.

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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
<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>		
Candidates are expected to:		
<ol style="list-style-type: none"> <li>1 write a <u>speech</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>		
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: <b>30</b> .		
In order to fulfil these assessment objectives in Section 1, a 'best fit' principle is applied using the Task Fulfilment and Language band descriptors.		

Question	Answer	Marks
<b>Section 1</b>		
<b>1</b>	<p><b>You went on a trip. (It might be a trip with your school, your family, a club you belong to, or any other trip you wish.) During the trip something very surprising happened. Your teacher asks you to give a speech about this trip to your school assembly.</b></p> <p><b>Write your <u>speech</u>. You must include the following:</b></p> <ul style="list-style-type: none"><li><b>when <u>and</u> where you went on the trip</b></li><li><b>details of the very surprising event</b></li><li><b>how the surprise affected you <u>and</u> the people you were with.</b></li></ul> <p><b>Cover all three points above in detail. You should make your speech interesting and informative. Start your speech ‘Good morning, everyone.’</b></p>	

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

Question	Answer	Marks
<b>Language 15 marks</b>		
Band 8	14–15	<p><b>Highly accurate writing, apart from very occasional slips</b></p> <p>Sentence structures <b>varied for particular effects</b>            Verb forms <b>largely correct</b> and <b>appropriate tenses consistently used</b>            Vocabulary <b>wide</b> and <b>precise</b>            Punctuation <b>accurate</b> and <b>helpful</b>            Spelling <b>accurate</b>, apart from very occasional slips            Paragraphs have <b>unity</b>, are <b>linked</b>, and show <b>evidence of planning</b></p>
Band 7	12–13	<p><b>Accurate writing; occasional errors are either slips or caused by ambition</b></p> <p>Sentence structures show <b>some variation</b> to create <b>some natural fluency</b>.  <b>Occasional slips</b> in verb forms or tense formation, but <b>sequence consistent</b> and <b>clear</b> throughout.            Vocabulary <b>precise enough to convey intended shades of meaning</b>.            Punctuation <b>accurate</b> and <b>generally helpful</b>.            Spelling <b>nearly always accurate</b>.            Paragraphs have <b>unity</b>, are <b>usually linked</b>, and show <b>some evidence of planning</b>.</p>
Band 6	10–11	<p><b>Mostly accurate writing; errors from ambition do not mar clarity of communication</b></p> <p><b>Some variety</b> of sentence structures, but a tendency to repeat sentence types may produce a monotonous effect            Errors may occur in irregular verb forms, but <b>control of tense sequence sufficient</b> to sustain clear progression of events or ideas  <b>Simple</b> vocabulary <b>mainly correct</b>; errors may occur with more ambitious words            Punctuation <b>generally accurate</b> and <b>sentence separation correctly marked</b>, but errors may occur, e.g. with direct speech            Spelling of <b>simple vocabulary accurate</b>; some errors in more ambitious words            Paragraphs may show <b>some unity</b>, although links may be absent or inappropriate</p>

Question	Answer	Marks
Band 5	<p>8–9</p> <p><b>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language</b></p> <p><b>Some variety</b> of sentence <b>length</b> and <b>structure</b>, not always for particular purpose</p> <p><b>Errors</b> in verb forms and tense consistency <b>may cause uncertainty in sequence of events</b> or disturb ease of communication</p> <p>Vocabulary <b>usually adequate to convey intended meaning</b>; idiom may be uncertain</p> <p>Punctuation <b>used</b> but not always helpful; <b>occasional sentence separation errors</b></p> <p>Spelling of <b>simple vocabulary accurate</b>; errors in more difficult words.</p> <p>Paragraphs <b>used</b> but may lack unity or coherence</p>	
Band 4	<p>6–7</p> <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>Some simple sentence structures accurate</b>, but unlikely to sustain accuracy for long</p> <p><b>Errors</b> in verb forms and tenses will <b>sometimes confuse sequence of events</b></p> <p>Vocabulary <b>limited</b>, either too simple or imperfectly understood; some idiomatic errors likely</p> <p><b>Simple</b> punctuation <b>usually accurate</b>, but there may be frequent sentence separation errors</p> <p>Spelling of <b>simple vocabulary accurate</b>; <b>frequent errors</b> in more difficult words</p> <p>Paragraphs <b>used haphazardly</b></p>	
Band 3	<p>4–5</p> <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>Sentences probably <b>simple</b> and <b>repetitive</b> in structure</p> <p>Frequent errors in verb forms and haphazard changes of tense <b>confuse meaning</b></p> <p>Vocabulary <b>conveys meaning</b> but likely to be <b>simple</b> and <b>imprecise</b>; significant idiomatic errors</p> <p>Spelling <b>may be inconsistent</b></p> <p>Punctuation and paragraphing <b>may be haphazard</b> or non-existent</p>	
Band 2	<p>2–3</p> <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>Unlikely to be more than a <b>few accurate sentences</b>, however simple, in the whole essay</p>	

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>  Where <b>occasional patches of relative clarity</b> are evident, 1 mark should be given
Band 0	0	Insufficient to meet the criteria for Band 1



Question	Answer	Marks
<p style="text-align: center;"><b>Detailed Marking Instructions for Section 2: Composition</b></p> <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: <b>30</b></p> <p>Candidates are advised to write between 350 and 500 words.</p>		
Description		
2	<b>Describe two of your friends: the one who is most like you <u>and</u> the one who is least like you. (Remember you can describe their appearance, personalities and behaviour.)</b>	
Argument		
3	<b>Should there be rules about what people can say on social media or is it more important for people to be able to say what they think? Give reasons and examples to support your view.</b>	
4	<b>Which new subject or subjects would you like to add to the school timetable? Why do you think this would be useful for people of your age? Give reasons and examples to support your view.</b>	
Narrative		
5	<b>Write a story which includes the words: 'They both read their letters and then walked away in opposite directions.'</b>	
6	<b>Write a story about someone who became successful because of their determination and hard work.</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>            Sentence structures <b>varied for particular effects</b>            Verb forms <b>largely correct</b> and <b>appropriate tenses consistently used</b>            Vocabulary <b>wide</b> and <b>precise</b>            Punctuation <b>accurate</b> and <b>helpful</b>            Spelling <b>accurate</b> apart from <b>very occasional slips</b>            Paragraphs have <b>unity</b>, are <b>linked</b>, and show <b>evidence of planning</b></p> <p><b>Appropriateness and Content</b>  <b>Consistently relevant.</b> Interest aroused and sustained            Tone and register <b>entirely appropriate</b>            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</p>
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>            Sentence structures show <b>some variation</b> to create <b>some natural fluency</b>  <b>Occasional slips</b> in verb forms or tense formation, but <b>sequence consistent</b> and <b>clear</b> throughout            Vocabulary <b>precise enough to convey intended shades of meaning</b>            Punctuation <b>accurate</b> and <b>generally helpful</b>            Spelling <b>nearly always accurate</b>            Paragraphs have <b>unity</b>, are <b>usually linked</b>, and <b>show some evidence of planning</b></p> <p><b>Appropriateness and Content</b>  <b>Relevant.</b> Interest aroused and mostly sustained            Tone and register <b>appropriate</b>            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</p>

Question	Answer	Marks
Band 6	<p data-bbox="316 264 403 297">19–22</p> <p data-bbox="467 264 1401 333"><b>Mostly accurate writing; errors from ambition do not mar clarity of communication; mostly appropriate to chosen task type</b></p> <p data-bbox="467 367 754 400"><b>Quality of Language</b></p> <p data-bbox="523 405 1362 470"><b>Some variety</b> of sentence structures, but <b>a tendency to repeat sentence types</b> may produce a monotonous effect</p> <p data-bbox="523 474 1414 539"><b>Errors</b> may occur in irregular verb forms, <b>but control of tense sequence sufficient</b> to sustain clear progression of events or ideas</p> <p data-bbox="523 544 1358 609"><b>Simple</b> vocabulary <b>mainly correct</b>; errors may occur with more ambitious words</p> <p data-bbox="523 613 1362 678">Punctuation <b>generally accurate</b> and <b>sentence separation correctly marked</b>, but errors may occur, e.g. with direct speech</p> <p data-bbox="523 683 1358 748">Spelling of <b>simple vocabulary accurate</b>; <b>some errors</b> in more ambitious words</p> <p data-bbox="523 752 1418 817">Paragraphs may show <b>some unity</b>, although links may be absent or inappropriate</p> <p data-bbox="467 851 887 884"><b>Appropriateness and Content</b></p> <p data-bbox="523 889 1417 954"><b>Relevant.</b> Some interest aroused, although there may be some lack of originality and/or planning</p> <p data-bbox="523 958 1406 992">Tone <b>usually appropriate</b>, although there <b>may be slips</b> of register</p> <p data-bbox="523 996 1406 1061">Descriptions have satisfactory images, ideas and details which help to create atmosphere</p> <p data-bbox="523 1066 1326 1131">Arguments make a series of relevant points, with some being developed; linking of ideas may be insecure</p> <p data-bbox="523 1135 1406 1169">Narratives are straightforward with proper sequencing of sentences</p>	

Question	Answer	Marks
Band 5	<p>15–18</p> <p><b>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language; sufficiently appropriate for chosen task type</b></p> <p><b>Quality of Language</b>  <b>Some variety</b> of sentence <b>length</b> and <b>structure</b>, not always for particular purpose  <b>Errors</b> in verb forms and tense consistency <b>may cause uncertainty in sequence of events</b> or disturb ease of communication  Vocabulary <b>usually adequate to convey intended meaning</b>; idiom may be uncertain  Punctuation <b>used</b> but not always helpful; <b>occasional sentence separation errors</b>  Spelling of <b>simple vocabulary accurate</b>; errors in more difficult words  Paragraphs <b>used</b> but may lack unity or coherence</p> <p><b>Appropriateness and Content</b>  <b>Attempt to address topic</b> but there may be digressions or failures of logic; may lack liveliness and interest  Tone <b>may be uneven</b>  Descriptions have some detail but may rely too much on narrative  Arguments have mainly relevant points but may be only partially developed, with some repetition  Narratives are largely a series of events with only occasional details of character and setting</p>	
Band 4	<p>11–14</p> <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>  <b>Some simple</b> sentence <b>structures accurate</b> but unlikely to sustain accuracy for long  Errors in verb forms and tenses will <b>sometimes confuse sequence of events</b>  Vocabulary <b>limited</b>, either too simple or imperfectly understood; some idiomatic errors likely  <b>Simple</b> punctuation <b>usually accurate</b>, but there <b>may be frequent sentence separation errors</b>  Spelling of <b>simple vocabulary accurate</b>, <b>frequent errors</b> in more difficult words  Paragraphs <b>used haphazardly</b></p> <p><b>Appropriateness and Content</b>  <b>Some relevance.</b> Some interest  Tone <b>may be inconsistent</b>  Descriptions are relevant but lack scope or variety  Arguments make a few points but development is simple and not always logical; some obvious repetition of ideas  Narratives are simple, everyday or immature</p>	

Question	Answer	Marks
Band 3	<p>7–10</p> <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>            Sentences probably <b>simple</b> and <b>repetitive</b> in structure            Frequent errors in verb forms and haphazard changes of tense  <b>confuse meaning</b>            Vocabulary <b>conveys meaning</b> but likely to be <b>simple</b> and <b>imprecise</b>; significant idiomatic errors            Spelling <b>may be inconsistent</b>            Punctuation and paragraphing <b>may be haphazard</b> or non-existent</p> <p><b>Appropriateness and Content</b>  <b>A little</b> relevance; a little interest.  <b>Some recognition</b> of appropriate tone            In Descriptions the overall picture is unclear            In Arguments only a few points are discernible and the argument progresses only here and there            Narratives are very simple and may narrate events indiscriminately</p>	
Band 2	<p>3–6</p> <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>            Unlikely to be more than <b>a few accurate sentences</b>, however simple, in the whole essay</p> <p><b>Appropriateness and Content</b>    <b>Little relevance</b> or interest            Tone <b>may be inappropriate</b>            In Descriptions the overall picture is very unclear            In Arguments only a very few points are discernible and the argument barely progresses            Narratives are extremely simple and may narrate events indiscriminately</p>	

Question	Answer	Marks
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> Where <b>occasional patches of relative</b> clarity are evident, 2 or 1 mark(s) should be given</p> <p><b>Appropriateness and Content</b> Arguments are rarely relevant and may well be disordered, as are Descriptions and Narratives</p>
Band 0	0	Insufficient to meet the criteria for Band 1