CAMBRIDGE
International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/02**

Paper 2 Directed Writing and Composition **For examination from 2027**

MARK SCHEME

Maximum Mark: 80

Specimen

This document has **12** pages.

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Generic Marking Principles

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must 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.

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English & Media-Specific Marking Principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptions:

- We use level descriptions as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptions are a means of general guidance, and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are not a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
c DO credit answers where candidates give more than one correct answer in one prompt/ numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

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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 passage.

Section A: Directed Writing

Question 1

Question 1(a) tests the following reading assessment objectives (5 marks):

R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
R4 demonstrate understanding of how writers achieve effects and influence readers.

Question 1(b) tests the following reading assessment objectives (10 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
R5 select and use information for specific purposes.

This question also tests the following writing assessment objectives (25 marks):

W1 articulate experience and express what is thought, felt and imagined
W2 organise and structure facts, ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W4 use language appropriate to purpose and to engage the audience
W5 make accurate use of spelling, punctuation and grammar.

Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R3 and R4	5
1(b)	R1, R2, R3 and R5	10
1(b)	W1, W2, W3, W4 and W5	25

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)</td><td>
Reread this extract from Text B:

‘I’d worked for months to cultivate one prospective client,’ explains Jaz. ‘Everyone knew winning a big order from that client could be a deciding factor in which of us from the international sales team got promoted. Then I discover from a junior colleague that Ravi’s also trying to net this wealthy individual, even though Ravi knew I was already in pursuit! I knew if I ignored the situation, he’d just seal the deal, profiting shamelessly from all my slaving away, and our boss would promote Ravi. But if I’d directly confronted Ravi, it could’ve made me look petty and selfish. At the time, I calculated the best way to fight back was to be just as devious as Ravi.’

Use your own words to evaluate Jaz’s attitude to work. Give details from the text to justify your answer.

Use the Marking Criteria for Question 1(a) (Table A, Reading).

Relevant ideas might include:

• competitive: (det. winning a big order, I was already in pursuit, trying to net)
• ruthless / determined: (det. calculated the best way to fight back was to be just as devious)
• ambitious / focussed: (det. could be a deciding factor in which of us got promoted, wealthy individual)
• hard-working / motivated: (det. worked for months to cultivate, all my slaving away)
• feels unfairly treated / anxious: (det. everyone knew, profiting shamelessly, made me look petty and selfish)

Table A, Reading

<table>
<tr><th>Level</th><th>Marks</th><th>Description</th></tr>
<tr><td>3</td><td>4–5</td><td>Clear understanding of Jaz’s attitude with relevant support from the text. (R3, R4)</td></tr>
<tr><td>2</td><td>2–3</td><td>Some understanding of Jaz’s attitude with some supporting detail. (R3, R4)</td></tr>
<tr><td>1</td><td>1</td><td>Limited understanding of Jaz’s attitude. (R3, R4)</td></tr>
</table>
</td><td>5</td></tr>
</table>

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Question	Answer	Marks
1(b)	**Write an article offering advice to young people who are about to join the workplace.** **Use your own words to write your article based on what you have read in both Text A and Text B.** **In your article you should:** • **outline the different attitudes to teamwork and competition people may have** • **explain some of the challenges young people might face in different kinds of workplaces and how best to deal with them.** **Write about 250 to 350 words.** **Up to 10 marks are available for reading and up to 25 marks for writing.** Notes on task: **Responses *might* use the following ideas:** **different attitudes to teamwork and competition people may have** • **great team spirit is essential** (det. best places to work are those where colleagues help each other, emphasis on wellbeing) [dev. being part of an effective team makes people happier] • **try to outdo each other or impress the boss** (det. promotion and bonuses are important) [dev. competition is unavoidable / some people take competition too far] • **era of the collaborative workplace** (det. organisations shifting to flatter management structures, traditional hierarchy a thing of the past) [dev. teamwork is a more modern approach] • (some companies/bosses) **embrace collaboration** (det. all employees included in new projects whatever their skills or experience) [dev. worth the investment as the end result is better] • **competition motivates employees** (det. results in commercial advantage for organisations) [dev. something some bosses may encourage]	**35**

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Question	Answer	Marks
1(b)	**challenges young people might face in different kinds of workplaces and how best to deal with them** • **lack of expertise** (det. find the actual work challenging or difficult) [dev. find out if there is a mentor scheme / ask a more experienced colleague for help] • **people in the team not contributing** (det. responsibility lies with the individual to pull their weight) [dev. do nothing as others will soon notice / tell someone more senior] • **feeling pressured by competition / anxiety and fear created by competition** (det. tempted to follow unethical paths, public humiliation, fear of job/income loss) [dev. do not give in to the temptation as the end result is likely to be negative for you in the long term] • **not having opinion respected** (det. not being part of company decisions) [dev. accept that it may not be practical in a bigger or traditional company / look for a smaller or more modern company to move to] • **devious / overly competitive colleagues** (det. sabotage, cheating, stealing ideas or clients) [dev. not a good idea to try to be just as devious / keep working hard and try to beat them fairly]	

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Marking criteria for Section A Question 1(b)

Table B, Writing

Use the following table to give a mark out of 25 for writing.

Level	Marks	Description
6	**22–25**	• Highly effective style capable of conveying subtle meaning. (W1) • Carefully structured for benefit of the reader. (W2) • Purposefully selected vocabulary, precisely used. (W3) • Highly effective use of language for audience and purpose. (W4) • Spelling, punctuation and grammar almost always accurate. (W5)
5	**18–21**	• Effective style. (W1) • Secure overall structure, organised to help the reader. (W2) • Well-chosen vocabulary, used with some precision. (W3) • Effective use of language for audience and purpose. (W4) • Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)
4	**14–17**	• Sometimes effective style. (W1) • Ideas generally well sequenced. (W2) • Uses a range of appropriate vocabulary. (W3) • Sometimes effective use of language for audience and purpose. (W4) • Spelling, punctuation and grammar generally accurate though with some errors. (W5)
3	**10–13**	• Inconsistent style, expression sometimes awkward but meaning clear. (W1) • Relies on the sequence of the original text. (W2) • Vocabulary is simple, limited in range or reliant on the original text. (W3) • Some awareness of audience and purpose. (W4) • Frequent errors of spelling, punctuation and grammar, sometimes affecting communication. (W5)
2	**6–9**	• Limited style. (W1) • Limited evidence of sequencing. (W2) • Limited vocabulary or words/phrases copied from the original text. (W3) • Limited awareness of audience and purpose. (W4) • Persistent errors of spelling, punctuation and grammar, occasionally impeding communication. (W5)
1	**1–5**	• Expression unclear. (W1) • Very limited sequencing of ideas. (W2) • Very limited vocabulary or copying from the original text. (W3) • Very limited awareness of audience and purpose. (W4) • Persistent errors in spelling, punctuation and grammar impede communication. (W5)
0	**0**	No creditable content.

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Table C, Reading

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

Level	Marks	Description
5	**9–10**	• A wide range of ideas is applied. (R1, R2) • Develops ideas and opinions. (R3) • Integrates ideas from the text(s) to give a convincing response. (R5)
4	**7–8**	• A good range of ideas is evident. (R1, R2) • Some development of ideas and opinions. (R3) • Some ideas supported by details from the text(s). (R5)
3	**5–6**	• A range of straightforward ideas is offered. (R1, R2) • Opportunities for development of ideas and opinions are rarely taken. (R3) • Includes some detail but there may be some mechanical use of the text(s). (R5)
2	**3–4**	• Some brief, straightforward reference to explicit ideas and opinions. (R1, R2) • Recognises some of the main ideas and opinions. (R3) • There may be some reliance on lifting from the text(s). (R5)
1	**1–2**	• Limited response with little reference to the text(s), or a reproduction of sections of the original(s). (R1, R2) • Limited response to the topic of the text(s). (R3) • Content is either insubstantial or unselective. (R5)
0	**0**	No creditable content.

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Section B: Composition

Questions 2, 3, 4 and 5

The question tests the following writing objectives (40 marks):

W1 articulate experience and express what is thought, felt and imagined
W2 organise and structure facts, ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W4 use language appropriate to purpose and to engage the audience
W5 make accurate use of spelling, punctuation and grammar.

Question	Answer	Marks
2	**EITHER** **Imagine you return to a street you knew well. Write a description of the street as it was in the past and as it is now.** Use Table D to give a mark out of 16 for content and structure and Table E to give a mark out of 24 for style and accuracy.	**40**

Question	Answer	Marks
3	**OR** **Describe an object that has been broken for a long time.** Use Table D to give a mark out of 16 for content and structure and Table E to give a mark out of 24 for style and accuracy.	**40**

Question	Answer	Marks
4	**OR** **Write a story that begins with the words, 'If only I had realised earlier that she was not the person I thought she was.'** Use Table D to give a mark out of 16 for content and structure and Table E to give a mark out of 24 for style and accuracy.	**40**

Question	Answer	Marks
5	**OR** **Write a story with the title, 'The ball'.** Use Table D to give a mark out of 16 for content and structure and Table E to give a mark out of 24 for style and accuracy.	**40**

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Marking criteria for Section B

Table D, Composition: Content and structure

<table>
<tr><th>Level</th><th>Marks</th><th colspan="2">General and specific marking criteria</th></tr>
<tr><td rowspan="2">6</td><td rowspan="2">14–16</td><td colspan="2">General

• Content is highly focused on the task, complex and engaging. (W1)
• Structure is secure, well balanced and carefully managed for deliberate effect. (W2)</td></tr>
<tr><td>Specific – descriptive

• Creates well-defined and developed ideas and images in response to the prompt to offer a convincing overall picture.
• Uses features of descriptive writing such as close observation, effective use of figurative language and varieties of focus.</td><td>Specific – narrative

• Crafts a well-defined and strongly developed plot in response to the prompt.

• Uses features of fiction writing such as description, characterisation and effective climax, with convincing details.</td></tr>
<tr><td rowspan="2">5</td><td rowspan="2">11–13</td><td colspan="2">General

• Content is well focused on the task, developed and mostly engaging. (W1)
• Structure is well managed, with some choices made for deliberate effect. (W2)</td></tr>
<tr><td>Specific – descriptive

• Offers some well-chosen images and details in response to the prompt to give a mostly convincing picture.</td><td>Specific – narrative

• The plot is defined and developed with features of fiction writing such as description, characterisation, climax and details.</td></tr>
<tr><td rowspan="2">4</td><td rowspan="2">8–10</td><td colspan="2">General

• Content is focused on the task with some development. (W1)
• Structure is competently managed. (W2)</td></tr>
<tr><td>Specific – descriptive

• A selection of partially effective ideas, images and details.</td><td>Specific – narrative

• The plot is relevant and cohesive; begins to use features such as characterisation and setting of scene.</td></tr>
<tr><td rowspan="2">3</td><td rowspan="2">5–7</td><td colspan="2">General

• Content shows some focus on the task, is straightforward and briefly developed. (W1)
• Structure is mostly organised but may not always be effective. (W2)</td></tr>
<tr><td>Specific – descriptive

• A series of generally relevant details, with limited use of the features of descriptive writing.</td><td>Specific – narrative

• The plot is straightforward, with limited use of the features of narrative writing.</td></tr>
</table>

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<table>
<tr><th>Level</th><th>Marks</th><th colspan="2">General and specific marking criteria</th></tr>
<tr><td rowspan="2">2</td><td rowspan="2">3–4</td><td colspan="2">General

• Content lacks focus and is simple; ideas and events may be limited. (W1)
• Structure is partially organised. (W2)</td></tr>
<tr><td>Specific – descriptive

• Occasionally relevant with limited detail.</td><td>Specific – narrative

• Events are only partially linked and/or lack clarity.</td></tr>
<tr><td rowspan="2">1</td><td rowspan="2">1–2</td><td colspan="2">General

• Content is occasionally relevant or clear. (W1)
• Structure is limited and ineffective. (W2)</td></tr>
<tr><td>Specific – descriptive

• The description is unclear.</td><td>Specific – narrative

• The narrative lacks coherence.</td></tr>
<tr><td>0</td><td>0</td><td colspan="2">No creditable content.</td></tr>
</table>

Table E, Composition: Style and accuracy

Level	Marks	Description
6	**21–24**	• Precise, well-chosen vocabulary and varied sentence structures, chosen for effect. (W3) • Highly effective use of language to engage the reader. (W4) • Spelling, punctuation and grammar almost always accurate. (W5)
5	**17–20**	• Mostly precise vocabulary and a range of sentence structures mostly used for effect. (W3) • Effective use of language to engage the reader. (W4) • Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)
4	**13–16**	• Some precise vocabulary and a range of sentence structures sometimes used for effect. (W3) • Sometimes effective use of language to engage the reader. (W4) • Spelling, punctuation and grammar generally accurate though with some errors. (W5)
3	**9–12**	• Simple vocabulary and a range of straightforward sentence structures. (W3) • Some awareness of the reader. (W4) • Frequent errors of spelling, punctuation and grammar, sometimes affecting communication. (W5)
2	**5–8**	• Limited and/or imprecise vocabulary and sentence structures. (W3) • Limited awareness of the reader. (W4) • Persistent errors of spelling, punctuation and grammar, occasionally impeding communication. (W5)
1	**1–4**	• Frequently imprecise vocabulary and sentence structures. (W3) • Very limited awareness of the reader. (W4) • Persistent errors in spelling, punctuation and grammar impede communication. (W5)
0	**0**	No creditable content.

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