

# Cambridge IGCSE™

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**ENGLISH (AS AN ADDITIONAL LANGUAGE)****0472/42**

Paper 4 Writing

**May/June 2024**

MARK SCHEME

Maximum Mark: 45

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Published

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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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **13** printed pages.

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 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.

**English & Media subject specific general 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 descriptors:**

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors 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).

## Additional Guidance

- **Annotations:**

You will need to drag the following from the toolbox before you start marking:

- Numbers **1 – 5** to indicate the Content Points addressed.
- **BOD** – to indicate ‘Benefit of Doubt’. (optional)
- **?** – to indicate that BOD not given. (optional)
- **SEEN** – to mark blank pages when awarding NR for Q2 or Q3

- **Crossing out:**

- If a candidate crosses out an attempt, award a mark if the final attempt is correct.
- If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed-out work.

- **For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:**

- there is an indication from the candidate that other material should be considered.
- the candidate has continued their answer outside the space provided.
- there is no answer in the space provided.

- **No response and ‘0’ marks:**

- **Award NR (no response):**

- If there is nothing written at all in the answer space or
    - If there is only a comment which does not in any way relate to the question being asked (e.g. ‘can’t do’ or ‘don’t know’) or
    - If there is only a mark which isn’t an attempt at the question (e.g. a dash, a question mark).

- **Award 0**

- If there is any attempt that earns no credit, e.g. the candidate has copied out part or all of the question.

**Optional questions:**

Mark all questions attempted by the candidate. Where the candidate attempts more than one of the alternatives in Question 3, the marking system will take the best mark.

- **Using mark schemes:**

- **Q2**

- Start with the Content mark to determine the initial Band. Then use ‘best fit’ considering other descriptors. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

use the following guidance to decide on a specific mark:

- If the candidate’s work convincingly meets the level statement, award the highest mark in the Band.
- If the candidate’s work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate’s work just meets the level statement, award the lowest mark.
- N.B. It may be that the descriptors in this Band are not adequately met, so you may give the top mark of the Band below. Similarly, it may be that the other descriptors are above the level described. Then give the bottom mark of the Band above.

- **Q3**

- Content - as above.

- Range and Accuracy:

- Start with the bottom mark and move up as appropriate. Then use ‘best fit’ considering other descriptors. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

use the following guidance to decide on a specific mark:

- If the candidate’s work convincingly meets the level statement, award the highest mark.
- If the candidate’s work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate’s work just meets the level statement, award the lowest mark.

## Detailed Mark Scheme

Question	Answer			Marks
1	<ul style="list-style-type: none"> <li><b>Award 1 mark for each correct item.</b> If you read aloud what the candidate has written, does it sound like the correct answer and would a native speaker of English understand it? Does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created? Would a native speaker of English understand it?</li> <li>All answers must fulfil the communicative purpose described in the rubric.</li> </ul>			5
	<b>Your school would like to offer a new club for students. Your school is asking students for some ideas.</b>			5
CP 1 2 3	Expected	ACCEPT	REFUSE	
	<b>Gap 1 Type of club</b>	any e.g. reading, sport, study phonetic spelling that sounds correct.	spelling errors which make another word in English non words e.g. mindest	1
	<b>Gap 2 Equipment needed</b>	any physical item e.g. ball, book	Anything not a physical item, e.g. services	1
	<b>Gap 3i When school should offer the club</b>	anything that responds to 'when' e.g. after school, the weekend, 4.30		1
	<b>Gap 3ii How students can find out about the club</b>	Any viable explanation OK e.g. school website, word of mouth, posters		1
	<b>Gap 3iii How students will benefit from the club</b>	Any appropriate reason e.g. pass exams, get healthy		1

Question	Answer	Marks
2	<p><b><u>Your local shopping centre</u></b></p> <p><b>CP</b></p> <p>1 • <b>Describe your local shopping centre</b> 2 • <b>What do you like most about your local shopping centre?</b> 3 • <b>When do you most like to visit your local shopping centre? (Why?)</b> 4 • <b>What will you buy the next time you visit your local shopping centre.</b> 5 • <b>Why?</b></p> <p>Write 80–90 words <b><u>in English</u></b>.</p> <p>Read the whole answer and award a mark out of 12 using the table below.</p>	<b>12</b>

Marks	Descriptor	Guidance
<b>10–12</b> <b>All CPs</b> <b>Band 5</b>	<ul style="list-style-type: none"> <li>Completes all tasks in the required level of detail.</li> <li>Provides consistently relevant information and opinions.</li> <li>Meaning is clear and communication is achieved, although there may be some linguistic inaccuracies.</li> <li>Uses straightforward vocabulary and structures.</li> <li>Links words and phrases using a range of simple connectors.</li> </ul>	<b>Tenses generally well controlled; Range of vocabulary and linkers</b>
<b>7–9</b> <b>3 or 4 CPs</b> <b>Band 4</b>	<ul style="list-style-type: none"> <li>Completes most tasks in the required level of detail.</li> <li>Provides mostly relevant information and opinions.</li> <li>Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies.</li> <li>Uses limited vocabulary and structures with some repetition.</li> <li>Some attempt to link words and phrases using a range of simple connectors.</li> </ul>	Tenses may cause some confusion
<b>4–6</b> <b>2 CPs</b> <b>Band 3</b>	<ul style="list-style-type: none"> <li>Completes some tasks with some of the required detail.</li> <li>Provides some relevant information.</li> <li>Meaning is sometimes clear and some communication is achieved, despite linguistic inaccuracies.</li> <li>Uses basic vocabulary and structures with frequent repetition.</li> <li>Some attempt to link words or phrases using a limited range of simple connectors repetitively (e.g. <i>and</i>, <i>or</i>).</li> </ul>	Frequent repetition of structure and vocabulary, often dependent on rubric
<b>1–3</b> <b>1 CP</b> <b>Band 2</b>	<ul style="list-style-type: none"> <li>Attempts task(s), with little or none of the required detail.</li> <li>May provide information; is almost always irrelevant.</li> <li>Meaning is unclear and communication is rarely achieved.</li> <li>Uses isolated words/phrases appropriate to the task.</li> <li>Little attempt to link words or phrases.</li> </ul>	Heavily dependent on rubric, minimal original material
<b>0</b> <b>Band 1</b>	<ul style="list-style-type: none"> <li>No creditable content.</li> </ul>	(NR) Task repeated verbatim Question marks or other indicator of inability to respond.

Question	Answer	Marks
Answer Question 3(a) or Question 3(b). Write 130–140 words <u>in English</u> .		
3(a)	<p><b>A music concert</b></p> <p>Last week, you attended a music concert. Write an email to your friend about this.</p> <p><b>CP</b></p> <p>1 • Say who you went to the concert with      2 • Describe what you did at the concert      3 • Explain what you enjoy most about concerts (Accept what enjoyed about <i>that</i> concert)      4 • Say why you think music is so important to most people      5 • Say which performer you would like to see at a future concert (and why)</p> <p>Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for:</p> <ul style="list-style-type: none"> <li>task completion (maximum 10 marks)</li> <li>range (maximum 10 marks)</li> <li>accuracy (maximum 8 marks).</li> </ul>	28
3(b)	<p><b>OR</b></p> <p><b>A traditional festival</b></p> <p>Last month, you celebrated a festival that is important in your country. Write an article for your school magazine about the festival.</p> <p><b>CP</b></p> <p>1 • Say what the festival is called and why people in your country celebrate it      2 • Describe what happens during the festival      3 • Say what you enjoyed most about the festival when you last celebrated it.      4 • Say if you think it is important to celebrate very old, traditional festivals. (Why? / Why not?)      5 • Explain how you think festivals might change in the future</p> <p>Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for:</p> <ul style="list-style-type: none"> <li>task completion (maximum 10 marks)</li> <li>range (maximum 10 marks)</li> <li>accuracy (maximum 8 marks).</li> </ul>	28

**Task completion**

<b>Marks</b>	<b>Descriptor</b>
<b>9–10 All CPs Band 5</b>	<ul style="list-style-type: none"><li>• Completes all tasks.</li><li>• Provides detailed information, opinions/reactions and explanations.</li><li>• The writing is focused and wholly relevant.</li></ul>
<b>7–8 3 or 4 CPs Band 4</b>	<ul style="list-style-type: none"><li>• Completes most tasks.</li><li>• Provides straightforward information, opinions/reactions and explanations.</li><li>• The writing is mostly relevant.</li></ul>
<b>5–6 2 CPs Band 3</b>	<ul style="list-style-type: none"><li>• Completes some tasks.</li><li>• Provides some information, opinions and simple explanations.</li><li>• The writing is more relevant than irrelevant.</li></ul>
<b>3–4 1 CP Band 2</b>	<ul style="list-style-type: none"><li>• Attempts some tasks with some success.</li><li>• Provides basic information and opinions.</li><li>• The writing is occasionally relevant.</li></ul>
<b>1–2 Band 1</b>	<ul style="list-style-type: none"><li>• Attempts task(s) with little or no success.</li><li>• Provides some information and is almost always irrelevant.</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• No creditable response.</li></ul>

**Range**

<b>Marks</b>	<b>Descriptor</b>
<b>9–10</b> <b>Band 5</b>	<ul style="list-style-type: none"> <li>• Uses extended, well-linked sentences frequently.</li> <li>• Uses a wide range of simple and complex structures listed in the syllabus to produce sentences of varying length.</li> <li>• Uses a wide range of vocabulary appropriate to the task(s).</li> </ul>
<b>7–8</b> <b>Band 4</b>	<ul style="list-style-type: none"> <li>• Uses some extended sentences, mostly well linked.</li> <li>• Uses a range of structures listed in the syllabus, including some complex structures, to produce sentences of varying length.</li> <li>• Uses a range of vocabulary appropriate to the task(s) with occasional repetition.</li> </ul>
<b>5–6</b> <b>Band 3</b>	<ul style="list-style-type: none"> <li>• Uses some extended sentences, with some evidence of linkage.</li> <li>• Uses simple structures and attempts to use some complex structures listed in the syllabus.</li> <li>• Uses mostly straightforward vocabulary appropriate to the task(s) with some repetition.</li> </ul>
<b>3–4</b> <b>Band 2</b>	<ul style="list-style-type: none"> <li>• Uses simple structures and makes no attempt at using the complex structures listed in the syllabus.</li> <li>• Relies on repetition of a small range of straightforward vocabulary.</li> </ul>
<b>1–2</b> <b>Band 1</b>	<ul style="list-style-type: none"> <li>• Uses isolated phrases and makes some attempt at basic structures.</li> <li>• Relies on repetition of a small range of basic vocabulary.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

**Accuracy**

<b>Marks</b>	<b>Descriptor</b>
<b>7–8</b> <b>Band 5</b>	<ul style="list-style-type: none"><li>Accurate spelling and grammar; not necessarily faultless.</li><li>Occasional errors in spelling and grammar do not impede communication.</li></ul>
<b>5–6</b> <b>Band 4</b>	<ul style="list-style-type: none"><li>Mostly accurate spelling and grammar.</li><li>Errors in spelling and grammar sometimes impede communication.</li></ul>
<b>3–4</b> <b>Band 3</b>	<ul style="list-style-type: none"><li>Some accurate spelling and grammar.</li><li>Errors in spelling and grammar frequently impede communication.</li></ul>
<b>1–2</b> <b>Band 2</b>	<ul style="list-style-type: none"><li>Rarely accurate spelling and grammar.</li><li>Errors in spelling and grammar persistently impede communication.</li></ul>
<b>0</b> <b>Band 1</b>	<ul style="list-style-type: none"><li>No creditable response.</li></ul>