CAMBRIDGE
International Education

# Cambridge IGCSE™ (9–1)

**ENGLISH (AS AN ADDITIONAL LANGUAGE)** **0772/41**

Paper 4 Writing **May/June 2026**

MARK SCHEME

Maximum Mark: 45

**Published**

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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## General marking principles

All examiners must apply these marking principles when marking candidate responses.

| | |
|---|---|
| 1 | Examiners must award marks for each response in line with:<br><br>• the specific **content** defined in the mark scheme<br>• the specific **skills** defined in the mark scheme or in the level descriptions<br>• the **standard of response** required as exemplified by the standardisation scripts. |
| 2 | Examiners must award **whole marks** (not half marks, or other fractions). |
| 3 | Examiners must award marks **positively**. This means that:<br><br>• marks are not deducted for errors or omissions<br>• marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate<br>• the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous. |
| 4 | Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly. |
| 5 | Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen. |
| 6 | Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind. |

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**English & Media-Specific Marking Principles**
**(To be read in conjunction with the General 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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**Annotations guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

| Annotation | Meaning |
|---|---|
| 1 | Content Point 1 addressed |
| 2 | Content Point 2 addressed |
| 3 | Content Point 3 addressed |
| 4 | Content Point 4 addressed |
| 5 | Content Point 5 addressed |
| BOD | Benefit of doubt given |
| NBOD | No benefit of doubt given |
| SEEN | To indicate all pages have been viewed, including ‘additional objects’ |

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**Additional Guidance**

- **Crossing out:**

| | |
|---|---|
| **(a)** | If a candidate changes his/her mind about an answer and crosses out an attempt, award a mark if the final attempt is correct. |
| **(b)** | If a candidate crosses out an answer to a whole question but makes no second attempt at it, **mark the crossed-out work,** if legible. |

- **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:**

| | |
|---|---|
| **(a)** | there is an indication from the candidate that other material should be considered. |
| **(b)** | the candidate has continued their answer outside the space provided. |
| **(c)** | there is no answer in the space provided. |

- **No response and '0' marks:**

| | |
|---|---|
| **(a)** | **Award NR (no response):**<br>If there is nothing written at all in the answer space or<br>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<br>If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark). |
| **(b)** | **Award 0:**<br>If there is any attempt that earns no credit, e.g. the candidate has copied out part or all of the question. |

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**Question 2**

**Using mark schemes with grade descriptors:**

Start with the **Content mark** to determine the initial Band. Then use communication and other descriptors. In practice, candidates' work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.
The examiner should look at the work and then make a judgement about which level statement is the 'best fit'. 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.
Once a 'best-fit' level statement has been identified, 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.
- **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**. (A short script, or one that is under 30 words will be reduced by an additional mark).

**Question 3**

- 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.

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| Question | Answer | Marks |
|---|---|---|
| 1 | **You are Eneida Alves. You want to join a local group to help in your area. Complete this form.** | **5** |
| | **Your age**<br><br>Award 1 mark for a correct item that fulfils the communicative purpose of the rubric. | |
| | **What day you can help**<br><br>Award 1 mark for a correct item that fulfils the communicative purpose of the rubric. | |
| | **Now give more information.**<br><br>**Write about:**<br><br>• **<u>where</u> you found out about the group**<br>• **<u>what</u> activities you can help with**<br>• **<u>how</u> these activities will help your area.**<br><br>**<u>Write 20–30 words.</u>**<br><br>Read the whole answer and award a mark out of 3 using the table below. | |



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| Marks | Descriptor | Guidance |
|---|---|---|
| **3** | • All three points covered appropriately.<br>• Meaning is clear and communication is achieved, although there may be a few linguistic inaccuracies. | Examples of linguistic inaccuracies: lapses in agreements, tenses/time frames, spelling, etc. |
| **2** | • Two out of three points covered appropriately OR three points attempted with some inappropriacies.<br>• Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies. | |
| **1** | • One out of three points covered appropriately OR two or three points attempted generally inappropriately.<br>• Meaning is sometimes clear and some communication is achieved, despite linguistic inaccuracies. | |
| **0** | • No creditable content. | |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **Favourite celebration**<br><br>• **What is your favourite celebration?**<br>• **How does your family prepare for this celebration?**<br>• **Describe what happens during this celebration.**<br>• **Who would you like to celebrate this event with next year? Explain why.**<br><br>**<u>Write 80–90 words.</u>**<br><br>Read the whole answer and award a mark out of 12 using the table below. | **12** |

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| Marks | Descriptor | Guidance |
|---|---|---|
| **10–12** | • Completes all tasks in the required level of detail.<br>• Provides consistently relevant information and opinions.<br>• Meaning is clear and communication is achieved, although there may be some linguistic inaccuracies.<br>• Uses straightforward vocabulary and structures.<br>• Links words and phrases using a range of simple connectors. | Examples of linguistic inaccuracies: lapses in agreements, tenses/time frames, spelling<br>Examples of linking words and phrases: *and*, *or*, *but*, *because*, *then* |
| **7–9** | • Completes 4 tasks in the required level of detail.<br>• Provides mostly relevant information and opinions.<br>• Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies.<br>• Uses limited vocabulary and structures with some repetition.<br>• Some attempt to link words and phrases using a range of simple connectors. | |
| **4–6** | • Completes 2/3 tasks with some of the required detail.<br>• Provides some relevant information.<br>• Meaning is sometimes clear and some communication is achieved, despite linguistic inaccuracies.<br>• Uses basic vocabulary and structures with frequent repetition.<br>• Some attempt to link words or phrases using a limited range of simple connectors repetitively (e.g. *and*, *or*). | |
| **1–3** | • Attempts task(s), with little or none of the required detail.<br>• May provide information; is almost always irrelevant.<br>• Meaning is unclear and communication is rarely achieved.<br>• Uses isolated words/phrases appropriate to the task.<br>• Little attempt to link words or phrases. | |
| **0** | • No creditable content. | |

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| Question | Answer | Marks |
|---|---|---|
| **Answer Question 3(a) or Question 3(b). <u>Write 130–140 words.</u>** | | |
| 3(a) | **<u>Online course</u>**<br><br>**You recently started an online course to learn a new skill. Write an email to your friend about this.**<br><br>• **Say what new skill you are learning.**<br>• **Explain why you wanted to do the course online.**<br>• **Describe what you did in your first lesson.**<br>• **Explain how you feel about your progress.**<br>• **Say what you will do after this course.**<br><br>Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for:<br>• task completion (maximum 10 marks)<br>• range (maximum 10 marks)<br>• accuracy (maximum 8 marks). | **28** |
| 3(b) | **<u>OR</u>**<br><br>**<u>Spending time in another country</u>**<br><br>**Your best friend lives abroad. You recently spent a week with them and their family. Write an article for your school magazine about your trip.**<br><br>• **Explain why you decided to visit your best friend.**<br>• **Describe the area where your friend's family lives.**<br>• **Say what you enjoyed most about your visit.**<br>• **Say what you missed from your country.**<br>• **Explain where you would like to travel next, and why.**<br><br>Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for:<br>• task completion (maximum 10 marks)<br>• range (maximum 10 marks)<br>• accuracy (maximum 8 marks). | **28** |

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**Task completion**

| Marks | Descriptor |
|---|---|
| **9–10** | • Completes all tasks.<br>• Provides detailed information, opinions/reactions and explanations.<br>• The writing is focused and wholly relevant. |
| **7–8** | • Completes 4 tasks.<br>• Provides straightforward information, opinions/reactions and explanations.<br>• The writing is mostly relevant. |
| **5–6** | • Completes 3 tasks.<br>• Provides some information, opinions and simple explanations.<br>• The writing is more relevant than irrelevant. |
| **3–4** | • Attempts 2 tasks with some success.<br>• Provides basic information and opinions.<br>• The writing is occasionally relevant. |
| **1–2** | • Attempts task(s) with little or no success.<br>• Provides some information and is almost always irrelevant. |
| **0** | • No creditable response. |

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**Range**

| Marks | Descriptor |
|---|---|
| **9–10** | • Uses extended, well-linked sentences frequently.<br>• Uses a wide range of simple and complex structures listed in the syllabus to produce sentences of varying length.<br>• Uses a wide range of vocabulary appropriate to the task(s). |
| **7–8** | • Uses some extended sentences, mostly well linked.<br>• Uses a range of structures listed in the syllabus, including some complex structures, to produce sentences of varying length.<br>• Uses a range of vocabulary appropriate to the task(s) with occasional repetition. |
| **5–6** | • Uses some extended sentences, with some evidence of linkage.<br>• Uses simple structures and attempts to use some complex structures listed in the syllabus.<br>• Uses mostly straightforward vocabulary appropriate to the task(s) with some repetition. |
| **3–4** | • Uses simple structures and makes no attempt at using the complex structures listed in the syllabus.<br>• Relies on repetition of a small range of straightforward vocabulary (sometimes lifted from task). |
| **1–2** | • Uses isolated phrases and makes some attempt at basic structures.<br>• Relies on repetition of a small range of basic vocabulary (mostly lifted from task). |
| **0** | • No creditable response. |

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**Accuracy**

| Marks | Descriptor |
|---|---|
| **7–8** | • Accurate spelling and grammar; not necessarily faultless.<br>• Occasional errors in spelling and grammar do not impede communication. |
| **5–6** | • Mostly accurate spelling and grammar.<br>• Errors in spelling and grammar sometimes impede communication. |
| **3–4** | • Some accurate spelling and grammar.<br>• Errors in spelling and grammar frequently impede communication. |
| **1–2** | • Rarely accurate spelling and grammar.<br>• Errors in spelling and grammar persistently impede communication. |
| **0** | • No creditable response. |

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