ENGLISH (AS AN ADDITIONAL LANGUAGE)	**0472/22**
Paper 2 Reading	**May/June 2024**
MARK SCHEME	
Maximum Mark: 45	

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.

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.

This document consists of **8** printed pages.

[Turn over

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 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 to be used
On this paper, there is no need to tick every single answer.
Just enter 0, 1 (or 2) or NR (no response) against each question, EXCEPT as follows:

Tick   to indicate where each of the 2 marks is gained, in the 2-mark questions (qq.**4k, 6f** and **6i**)

REP   to indicate repetition of a (correct) point in the 2-mark questions (so only 1 mark gained)

BOD   'benefit of the doubt', where you have made a judgement
            Use also for unclear handwriting where the mark is awarded.

Caret   may be used in qq.4 and 6 to indicate the omission of an essential word that denies the mark, e.g. a 'not'. Do NOT use to indicate errors or omissions more generally elsewhere; **use sparingly.**

SEEN   to indicate:
           (i)   an answer you have found in an unexpected place
           (ii)   any blank page or stimulus page zoned at the end of each script(and see note re
                Question 5 below)
           (iii)   all pages of an 'additional object', if there is one

Comments pane (at bottom of script) may be used ONLY for factual comments, e.g. on the correct mark number if the answer is not there but on another page (which you will have annotated with SEEN as above).

Note No judgmental comments at all.

If you wish to ask your TL/PE about a script, always put the question in the accompanying message, not on the script.

If you are thinking of raising an Exception, for instance about a safeguarding issue, please consult your TL/PE <u>first</u> (by a message as above). Exceptions can take time to resolve and we have a short marking window. They should not be used for queries about marking.

No Response (NR) and Zero (0) marks
There is a NR (No Response) option as well as a 0 (zero) option in RM Assessor 3. They are treated separately in the item statistics.

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 marked (e.g. 'can't do' or 'don't know'), or
- If there is only a mark which is not an attempt at the question (e.g. a dash, a question mark).
Note: you can press the # key to enter a NR

Award 0 (Zero):
If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

Note If an answer that is crossed out has not been replaced by another attempt, it should be marked and given credit if correct.

On the 'boxed' multiple-choice sets, qq.1–3, and the multiple matching, q.5:

1. Accept any method of indicating the answer (ticks, circles etc.) as long as the candidate's intention is clear. Do not accept if more than one box is ticked (with no indication of which the candidate intends). If the box is empty, check that the answer is not elsewhere before awarding NR.

2. **Note** If any of the answers for **Q.5** appear to be missing, be careful to check the 'advertisements' stimulus page (13). It has not been zoned with the questions, so you will need to go to Full Response and link it with all the parts of **Q.5** there. Go back to the structured view of the Response and you will find it attached to the zones. On this page each time, please tick the correct answers and put SEEN against the incorrect.

On the short-answer sets, qq.4 and 6:

1. Candidates may use the words of the passage or answer in their own words.

2. Ignore spelling mistakes and other slips of copying as long as the word is recognisable and does not make another word in English.

3. Ignore grammatical errors (e.g. singular for plural, incorrect auxiliary verb, tense, pronouns etc.) or omissions of words that do not affect the correct answer, such as articles or 'to', unless the mark scheme specifies otherwise.

4. Ignore extra material with the correct answer unless:
    (a) It contradicts the correct answer or is specifically rejected by the mark scheme.
    (b) It demonstrates that the candidate does not know where to find the correct answer. The rest of the sentence is probably acceptable, unless it contains the distractor, but the whole paragraph probably not. Consult your TL/PE if not sure.

5. In the 2-mark questions, the division of the answer space is to remind candidates that they need to give 2 answers, but they are marked as one item and the same rules for additional material apply.

6. If you have difficulty reading a letter-form, look elsewhere in the script to see if that helps. Wherever possible give benefit of the doubt (and use the BOD annotation).

Conventions used in this mark scheme

1. For every question, the expected correct answer is shown **in bold** in the left-hand column. The ideas of all the words in bold must be included. Allowable extra material is shown in brackets. Other acceptable answers may also be shown underneath the expected answer.

2. Alternatives are indicated by slashes or double slashes, or the word OR.

3. The **idea** of the correct answer must be conveyed for the mark to be given. Unless otherwise stated in the mark scheme the actual wording given is not necessary; it can be a synonym or phrase.

4. Incorrect / unacceptable answers are sometimes shown in the right-hand column to help examiners make their judgement.

5. Notes in *italics* are also intended to help examiners make their judgement.

Question	Answer	Marks	Guidance
1(a)	**C**	**1**	
1(b)	**D**	**1**	
1(c)	**A**	**1**	

Question	Answer	Marks	Guidance
2(a)	**C**	**1**	
2(b)	**B**	**1**	
2(c)	**C**	**1**	
2(d)	**B**	**1**	
2(e)	**A**	**1**	
2(f)	**C**	**1**	
2(g)	**B**	**1**	

Question	Answer	Marks	Guidance
3(a)	**C**	**1**	
3(b)	**D**	**1**	
3(c)	**A**	**1**	
3(d)	**A**	**1**	
3(e)	**B**	**1**	
3(f)	**A**	**1**	
3(g)	**C**	**1**	

Question	Answer	Marks	Guidance
4(a)	**the excellent reviews**	1	*Do* NOT *accept any mention of cousin*
4(b)	(his) **sister**	1	*Do* NOT *accept addition of anyone else!*
4(c)	**guitar**	1	
4(d)	(a little) **nervous**	1	*Do* NOT *accept lift of* 'He immediately felt relaxed, despite …'
4(e)	**a clapping <u>game</u>**	1	
4(f)	(surprisingly) **modern** (inside) *Accept lift of* 'That might sound basic but modern inside.'	1	
4(g)	**<u>prepare</u>(d) a song** **OR** **<u>prepare</u>(d) to perform / sing**	1	
4(h)	**a cake**	1	
4(i)	**rock**	1	
4(j)	**a well-known singer**	1	
4(k)(i)	**look at the audience**	2	*accept in either order or on same line**
4(k)(ii)	**enjoy themselves / it**		
	*NB *if additional material on the other line contradicts one of the correct answers, credit the other answer (if correct).*		

Question	Answer	Marks	Guidance
5(a)	**5**	1	
5(b)	**1**	1	
5(c)	**8**	1	
5(d)	**3**	1	
5(e)	**6**	1	

Question	Answer	Marks	Guidance
6(a)	**a podcast**	**1**	
6(b)	**Sweden**	**1**	
6(c)	**shocked** *accept with continuation* 'shocked that people are lazy enough …'	**1**	
6(d)	(early) **evening**	**1**	
6(e)	(He is rather) **disappointed.** *//* (It is rather) **disappointing.** *Accept addition of* 'to be honest'	**1**	
6(f)(i)	<u>adds</u> **variety to exercise**	**2**	*accept in either order or on same line**
6(f)(ii)	<u>helps</u> **improve** (local) **communities**		
6(g)	<u>rare</u> **type of deer**	**1**	
6(h)	**information stall in the** (local) <u>**library**</u>	**1**	
6(i)(i)	<u>**choose**</u> **a route where rubbish is a problem**	**2**	NB *any mention of* 'stay safe', *maximum 1 mark* *accept in either order or on same line**
6(i)(ii)	**post photos** <u>**online**</u> **of rubbish** (collected) *For 2 marks must mention* 'rubbish' *at least once – need not be repeated*		
	*NB if additional material on the other line contradicts one of the correct answers, credit the other answer (if correct).		

DO NOT FORGET THE 'SEEN' ON THE THREE BLANK PAGES AT THE END.