

Cambridge IGCSE™

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

Paper 4 Writing

May/June 2025

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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **12** printed pages.

PUBLISHED**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.

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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 incorrectly.)
- 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).

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'

Question	Answer	Marks	
1	You are Sarah Johnson. Your school is planning a cooking competition and you would like to take part, Complete the form.	5	
	Expected		
	Gap 1 What to cook		1
	Gap 2 How long it will take		1
	Gap 3i How often you cook		1
	Gap 3ii Why you enjoy cooking		1
	Gap 3iii What you find difficult about cooking		1

Question	Answer	Marks
2	<p>School library</p> <p>1 Describe your school library</p> <p>2 How often do you use the school library?</p> <p>3 What do you usually do in the school library?</p> <p>4 What do you like most about the school library?</p> <p>5 How could the school improve the library in the future??</p> <p>Write 80–90 words <u>in English</u>.</p> <p>Read the whole answer and award a mark out of 12 using the table below.</p>	12

Marks	Descriptor
10–12 Band 5	<ul style="list-style-type: none"> • Completes all tasks in the required level of detail. • Provides consistently relevant information and opinions. • Meaning is clear and communication is achieved, although there may be some linguistic inaccuracies. • Uses straightforward vocabulary and structures. • Links words and phrases using a range of simple connectors.
7–9 Band 4	<ul style="list-style-type: none"> • Completes most tasks in the required level of detail. • Provides mostly relevant information and opinions. • Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies. • Uses limited vocabulary and structures with some repetition. • Some attempt to link words and phrases using a range of simple connectors.
4–6 Band 3	<ul style="list-style-type: none"> • Completes some tasks with some of the required detail. • Provides some relevant information. • Meaning is sometimes clear and some communication is achieved, despite linguistic inaccuracies. • Uses basic vocabulary and structures with frequent repetition. • Some attempt to link words or phrases using a limited range of simple connectors repetitively (e.g. <i>and</i>, <i>or</i>).
1–3 Band 2	<ul style="list-style-type: none"> • Attempts task(s), with little or none of the required detail. • May provide information; is almost always irrelevant. • Meaning is unclear and communication is rarely achieved. • Uses isolated words/phrases appropriate to the task. • Little attempt to link words or phrases.
0 Band 1	<ul style="list-style-type: none"> • No creditable content.

Question	Answer	Marks
Answer Question 3(a) or Question 3(b) . Write 130–140 words <u>in English</u> .		
3(a)	<p><u>A day trip</u></p> <p>You recently went on a day trip. Write an email to your friend about this.</p> <ol style="list-style-type: none"> 1 Explain why you decided to go on a day trip 2 Describe the place you visited on the day trip 3 Say how you travelled to this place 4 Explain whether or not you think it is important to visit different places 5 Say where you plan to go on your next day trip and why. <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"> task completion (maximum 10 marks) range (maximum 10 marks) accuracy (maximum 8 marks). 	28
3(b)	<p><u>OR</u></p> <p><u>Charity work</u></p> <p>You have started working as a volunteer at a local charity shop. Write an article for your school magazine.</p> <ol style="list-style-type: none"> 1 Say when you started working at the charity shop. 2 Explain why you started working at the charity shop 3 Describe what you do to help at the charity shop 4 Explain whether or not you think it is important for young people to give up their time to help others 5 Say what other charity work you might like to do in the future <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"> task completion (maximum 10 marks) range (maximum 10 marks) accuracy (maximum 8 marks). 	28

Task completion

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

Range

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

Accuracy

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