ENGLISH (AS AN ADDITIONAL LANGUAGE)	**0772/41**
Paper 4 Writing	**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 **13** printed pages.

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 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).

Detailed Mark Scheme

Question	Answer	Marks
1	• **Award 1 mark for each correct item.** 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? • All answers must fulfil the communicative purpose described in the rubric.	5

Question	Answer	Marks
1	**Your name is Thomas York. Your school wants to start a club for students to practise their language skills. You would like to work at this club as a language assistant.** **Complete the application information form.**	**5**

Expected	ACCEPT	REFUSE	
language	any language e.g. Spanish phonetic spelling that sounds correct.	a country, anything not a language, spelling errors which make another word in English or make a nonsensical word.	1
day(s) of the week	any day(s) of the week e.g. Tuesday. any/every/all/weekend/after school	Time e.g. 12.15	1
why you want to work as a language assistant	any reason e.g. to help people/to make money		1
why you think you would be a good language assistant	any explanation e.g. I'm very friendly/patient/I can speak different languages		1
what you will do to help other students practise their language skills	any description e.g. I will talk to them/I will correct their mistakes		1

Question	Answer	Marks
2	**My favourite food** • Describe your favourite food. • Say why you like this food. • When do you normally eat this food? • Who would you most like to eat this food with? • Why? **Write 80–90 words.**	**12**

Marks	Descriptor
10–12	- 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	- 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	- 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. *and*, *or*).
1–3	- 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	No creditable content.

Question	Answer	Marks
	Answer Question 3(a) or Question 3(b). Write 130–140 words.	
3(a)	**A family party** **Last week, you attended a family party. Write an email to your friend about this.** • **Explain why there was a family party** • **Describe the place where the party was held** • **Say what you enjoyed most about the party** • **Explain why you think family parties are important** • **Say how you think you'll celebrate the next family occasion** Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for: • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks).	**28**

Question	Answer	Marks
3(b)	**Computer game exhibition** **You recently attended an exhibition which was organised by a computer game company. Write an article for your school magazine.** • **Describe what types of computer games you enjoy playing** • **Say how you found out about the exhibition** • **Explain why you wanted to go to the exhibition** • **Do you think playing computer games is good for people? Why? / Why not?** • **How do you think computer games will change in the future?** Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for: • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks).	**28**

Task completion

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

Range

Marks	Descriptor
9–10	• 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	• 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	• 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	• 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	• Uses isolated phrases and makes some attempt at basic structures. • Relies on repetition of a small range of basic vocabulary.
0	• No creditable response.

Accuracy

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