CAMBRIDGE
International Education

Cambridge IGCSE™

ENGLISH (AS AN ADDITIONAL LANGUAGE) **0472/21**

Paper 2 Reading **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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[Turn over

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: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • 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: • marks are not deducted for errors or omissions • 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 • 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
	to indicate where each of the 2 marks is gained, in the 2-mark questions
	to indicate repetition of a (correct) point in the 2-mark questions (so only 1 mark gained)
	benefit of the doubt', where a judgement has been made used also for unclear handwriting where the mark is awarded.
	may be used to indicate the omission of an essential word that denies the mark, e.g. a 'not'.
	to indicate: (i) an answer found in an unexpected place (ii) any blank page or stimulus page zoned at the end of each script (iii) all pages of an 'additional object', if there is one

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Additional Guidance

- **Crossing out:**

(a)	If a candidate changes their 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.

- **More than the stipulated number of boxes ticked/crossed by the candidate:**

(a)	If more than one attempt is visible but the candidate has clearly indicated which attempt is their final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
(b)	If two attempts are visible (e.g. two boxes ticked instead of the one box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.

- **For questions requiring more than one element for the answer, 1 and 2, where the answers are interchangeable:**

(a)	Both of the correct answers are on line 1 and line 2 blank (or vice versa) = 2 marks
(b)	Both correct answers on line 1 and line 2 contains a wrong answer (or vice versa) = 1 mark

- **Mark for communication:** Answers requiring the use of English (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided that the message is clear. However, do **not** accept incorrect English if the word written by the candidate means something else in English (unless the mark scheme specifies otherwise).

(a)	If you read aloud what the candidate has written, does it sound like the correct answer? Would a native speaker of English understand it?
(b)	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?

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

(a)	**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).
(b)	**Award 0:** 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	Answer	Marks	Guidance
1(a)	**A**	**1**	
1(b)	**D**	**1**	
1(c)	**B**	**1**	

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

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

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Question	Answer	Marks	Guidance
4(a)	**brochure**	**1**	Do **not** accept 'reviews' even with correct answer
4(b)	(a stop on the) **river**	**1**	Do **not** accept 'harbour' even with correct answer
4(c)	**Daria /** (her) **cousin**	**1**	Do **not** accept 'uncle' even with correct answer
4(d)	(too) **foggy** (at start) (then) **sunny**	**2**	Any mention of 'cold', maximum 1 mark
4(e)	**dolphins**	**1**	Do **not** accept 'whales' even with correct answer
4(f)	**relaxed**	**1**	Accept run-on to 'swimming', as long as 'before / then' is included
4(g)	**rubber shoes**	**1**	Do **not** accept 'towels' even with correct answer
4(h)	(pretty) **confident**	**1**	Do **not** accept 'nervous' even with correct answer
4(i)	(to) **take photos** (of the fish)	**1**	
4(j)	(a whole / one / all) **day**	**1**	Accept '24 hours'
4(k)	**yoga**	**1**	

Question	Answer	Marks	Guidance
5(a)	**3**	**1**	
5(b)	**8**	**1**	
5(c)	**2**	**1**	
5(d)	**6**	**1**	
5(e)	**4**	**1**	

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Question	Answer	Marks	Guidance
6(a)	(Leisure) **centre** (was) **closed** (for repairs)	**1**	
6(b)	(in the) **living room**	**1**	
6(c)	(amazing) **graphics** (taking part in online races and) **beating the other skiers**	**2**	Question asks what she 'particularly liked' – these 'really impressed' and made her 'super excited'. accept in either order or on same line* *NB if additional material on the other line contradicts one of the correct answers, credit the other answer (if correct).
6(d)	**table tennis**	**1**	Do **not** accept 'volley ball' even with correct answer
6(e)	(she learnt it when she was young and she was) **keen to pass it (skill / paper folding) on / to me**	**1**	Accept any wording that conveys this idea
6(f)	**she likes a challenge / a snake is too easy** (cats are her new) **friend's favourite animal**	**2**	Accept any answer that conveys why she chose a more difficult option Accept in either order or on same line* Accept any wording that conveys special liking *NB if additional material on the other line contradicts one of the correct answers, credit the other answer (if correct).
6(g)	**not simple** (to follow)	**1**	Accept 'difficult' 'hard', etc.
6(h)	**proud**	**1**	
6(i)	**sharing experiences**	**1**	

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