

Cambridge Lower Secondary Checkpoint

ENGLISH AS A SECOND LANGUAGE**0876/03**

Paper 3 Writing

May 2026**MARK SCHEME**Maximum Mark: 35

Published

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 curriculum. 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 End of Series Report for Teachers.

This document has **4** pages. Any blank pages are indicated.

Part 1

Notes to markers

- Use the marking scale below.
- Award up to **5 marks** for each of the three criteria. Decide on a mark for Content, Organisation and Language **separately**. It is possible to award different marks for the different criteria.

The maximum mark for this question is **15**.

Question 1 Marking Scale			
	Content	Organisation	Language
5	All content is relevant to the task. The reader is fully informed.	Text is well organised and coherent, using appropriate linking devices. Punctuation is used appropriately most of the time.	Uses a range of everyday vocabulary appropriately. Uses grammatical forms with a good degree of control. Errors do not impede communication.
4	Performance shares features of the descriptors for 3 marks and 5 marks.		
3	Minor irrelevancies and/or omissions may be present. The reader is on the whole informed.	The text is organised and coherent, using basic linking devices. Some punctuation is used, mainly correctly.	Uses everyday vocabulary generally appropriately. Uses simple grammatical forms with some degree of control. While errors are noticeable, meaning can still be determined.
2	Performance shares features of the descriptors for 1 mark and 3 marks.		
1	Irrelevancies and misinterpretation of the task may be present. The reader is minimally informed.	Some parts of the text are organised and linked, but text may lack overall coherence. Punctuation is missing or mostly incorrect.	Uses basic vocabulary, which may be repeated from the task, and not always appropriately. Uses simple grammatical forms with only limited control. Errors may impede meaning at times.
0	Content is totally irrelevant. The reader is not informed.	Performance below 1 mark.	

Part 2

Notes to markers

- Use the marking scale below.
- Award up to **5 marks** for each of the four criteria. Decide on a mark for Content, Communicative Achievement, Organisation and Language **separately**. It is possible to award different marks for the different criteria.

The maximum mark for this question is **20**.

Question 2 Marking Scale				
	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. The reader is fully informed.	Text communicates ideas clearly and holds the reader's attention, in a style that is appropriate to the task.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices. Punctuation is used appropriately most of the time.	Uses a range of everyday vocabulary appropriately. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	Performance shares features of the descriptors for 3 marks and 5 marks.			
3	Minor irrelevancies and/or omissions may be present. The reader is on the whole informed.	Text communicates simple ideas clearly, in a style that is generally appropriate to the task.	Text is connected and coherent, using a limited number of basic linking words and cohesive devices. Some punctuation is used, mainly correctly.	Uses everyday vocabulary generally appropriately. Uses simple grammatical forms with some degree of control. While errors are noticeable, meaning can still be determined.
2	Performance shares features of the descriptors for 1 mark and 3 marks.			
1	Irrelevancies and misinterpretation of the task may be present. The reader is minimally informed.	Text communicates simple ideas in a simple way.	Text is connected using basic, high-frequency linking words. There may be some lack of coherence in parts. Punctuation is missing or mostly incorrect.	Uses basic vocabulary, and not always appropriately. Uses simple grammatical forms with only limited control. Errors may impede meaning at times.
0	Content is totally irrelevant The reader is not informed.	Performance below 1 mark.		

BLANK PAGE