



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**ARABIC**

**0544/43**

Paper 4 Writing

**May/June 2017**

MARK SCHEME

Maximum Mark: 50

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**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 will not enter into discussions about these mark schemes.

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This document consists of **18** printed pages.

**PUBLISHED****SECTION 1**

| Question | Answer   | Marks    |
|----------|--|----------|
| 1        | <p>Candidates are required to list 8 items in Arabic. Read all the items the candidate has listed and award marks as follows:</p> <p>(i) <b>Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5.</b> Stop ticking once 5 items have been rewarded.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item.</p> <p>(iv) The pictures provided on the question paper are only suggestions. Accept any item the candidate could find as specified in the rubric.</p>   | <b>5</b> |
|          | <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore definite / indefinite article, possessive adjective.</p> <p>(vi) Questionable spellings:</p> <p>Start by referring to sheet of examples in the mark scheme. Only refer to the bullet below, if no decision on the spelling you have encountered is recorded there.</p> <p>‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer?</p> <p>Look-alike test: does what the candidate has written look like the correct answer e.g. one letter missing but no other word created.</p> <p>If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).</p> <p>Where letters are transposed, the word is likely to communicate (unless another word has been created).</p> <p>(vii) If there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Reject misspelt words which suggest a word with a quite different meaning, for example, poison for poisson.</p> <p>(ix) Where nouns are usually plural, accept singular and vice versa.</p> |          |

| Question                | Answer  | Marks  |                                 |  |                        |  |                       |  |           |  |                                   |  |                   |  |         |                         |                               |  |                  |  |                  |   |
|-------------------------|---|--------|---------------------------------|--|------------------------|--|-----------------------|--|-----------|--|-----------------------------------|--|-------------------|--|---------|-------------------------|-------------------------------|--|------------------|--|------------------|---|
| 1                       | <p><b>Specific instructions for Question 1:</b> الوظائف التي تراها</p> <p>The following are examples. Accept any item the candidate could do as a job.</p> <table border="1" data-bbox="459 352 1816 991"> <thead> <tr> <th data-bbox="459 352 1137 400">REJECT</th> <th data-bbox="1137 352 1816 400">ACCEPT (accept male and female)</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 400 1137 464"></td> <td data-bbox="1137 400 1816 464">مُدْرَسَة / مُعَلِّمَة</td> </tr> <tr> <td data-bbox="459 464 1137 528"></td> <td data-bbox="1137 464 1816 528">طَبِيبَة / دَكْتُورَة</td> </tr> <tr> <td data-bbox="459 528 1137 592"></td> <td data-bbox="1137 528 1816 592">مُهَنْدِس</td> </tr> <tr> <td data-bbox="459 592 1137 655"></td> <td data-bbox="1137 592 1816 655">مُغْنِيَة / مُطْرِبَة / فَنَّانَة</td> </tr> <tr> <td data-bbox="459 655 1137 719"></td> <td data-bbox="1137 655 1816 719">جَزَّار / لَحَّام</td> </tr> <tr> <td data-bbox="459 719 1137 783"></td> <td data-bbox="1137 719 1816 783">طَبَّاح</td> </tr> <tr> <td data-bbox="459 783 1137 847">كُوافِر (do not accept)</td> <td data-bbox="1137 783 1816 847">حَلَّاق شَعْر / مَصْفَف شَعْر</td> </tr> <tr> <td data-bbox="459 847 1137 911"></td> <td data-bbox="1137 847 1816 911">لَاعِب (رِياضِي)</td> </tr> <tr> <td data-bbox="459 911 1137 991"></td> <td data-bbox="1137 911 1816 991">شَرَطِي / ضَابِط</td> </tr> </tbody> </table> | REJECT | ACCEPT (accept male and female) |  | مُدْرَسَة / مُعَلِّمَة |  | طَبِيبَة / دَكْتُورَة |  | مُهَنْدِس |  | مُغْنِيَة / مُطْرِبَة / فَنَّانَة |  | جَزَّار / لَحَّام |  | طَبَّاح | كُوافِر (do not accept) | حَلَّاق شَعْر / مَصْفَف شَعْر |  | لَاعِب (رِياضِي) |  | شَرَطِي / ضَابِط | 5 |
| REJECT                  | ACCEPT (accept male and female)   |        |                                 |  |                        |  |                       |  |           |  |                                   |  |                   |  |         |                         |                               |  |                  |  |                  |   |
|                         | مُدْرَسَة / مُعَلِّمَة  |        |                                 |  |                        |  |                       |  |           |  |                                   |  |                   |  |         |                         |                               |  |                  |  |                  |   |
|                         | طَبِيبَة / دَكْتُورَة   |        |                                 |  |                        |  |                       |  |           |  |                                   |  |                   |  |         |                         |                               |  |                  |  |                  |   |
|                         | مُهَنْدِس   |        |                                 |  |                        |  |                       |  |           |  |                                   |  |                   |  |         |                         |                               |  |                  |  |                  |   |
|                         | مُغْنِيَة / مُطْرِبَة / فَنَّانَة   |        |                                 |  |                        |  |                       |  |           |  |                                   |  |                   |  |         |                         |                               |  |                  |  |                  |   |
|                         | جَزَّار / لَحَّام   |        |                                 |  |                        |  |                       |  |           |  |                                   |  |                   |  |         |                         |                               |  |                  |  |                  |   |
|                         | طَبَّاح   |        |                                 |  |                        |  |                       |  |           |  |                                   |  |                   |  |         |                         |                               |  |                  |  |                  |   |
| كُوافِر (do not accept) | حَلَّاق شَعْر / مَصْفَف شَعْر   |        |                                 |  |                        |  |                       |  |           |  |                                   |  |                   |  |         |                         |                               |  |                  |  |                  |   |
|                         | لَاعِب (رِياضِي)  |        |                                 |  |                        |  |                       |  |           |  |                                   |  |                   |  |         |                         |                               |  |                  |  |                  |   |
|                         | شَرَطِي / ضَابِط  |        |                                 |  |                        |  |                       |  |           |  |                                   |  |                   |  |         |                         |                               |  |                  |  |                  |   |

| Question | Answer  | Marks     |
|----------|---|-----------|
| 2        | <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <p><b>Communication: award a mark out of 10 according to the instructions in 2.1</b><br/> <b>Language: award a mark out of 5 according to the instructions in 2.2.</b></p>   | <b>15</b> |
|          | <p><b><u>2.1: award a mark out of 10 for Communication</u></b></p> <p><b><i>Generic mark scheme for Communication (Question 2)</i></b><br/> <b><i>1 mark per item communicated (covering the tasks) up to a maximum of 10</i></b></p> <div style="border: 1px solid black; padding: 10px;"> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to relevant communication point.</p> <p>(ii) Award marks flexibly across the tasks for each piece of relevant information conveyed up to a maximum of 10. HOWEVER, each of the 4 bullet points must be covered to get the 10 communication marks:<br/> <u>If 1 of the tasks</u> is missing, the maximum communication mark is 9.<br/> <u>If 2 of the tasks</u> are missing, the maximum communication mark is 8 (and so on).</p> <p>(iii) Add up the marks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION be tolerant of verbs/tenses/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc.).</p> <p>(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1-3 items = 1 mark; lists of 4 items = 2 marks; lists of 5-6 items = 3 marks</p> <p>(vi) Only reward each piece of information once.</p> <p>(vii) Do not penalise factual errors.</p> </div> |           |

| Question | Answer   | Marks |        |   |   |   |   |   |  |   |   |  |
|----------|--|-------|--------|---|---|---|---|---|--|---|---|--|
| 2        | <p><b>Specific instructions for Communication marks (Question 2):</b></p> <p>اكتب رسالة قصيرة (80–90 كلمة) إلى صديقك عن احتفال شعبي في مدينة أجنبية.</p> <table border="1" data-bbox="344 363 1928 922"> <thead> <tr> <th data-bbox="344 363 459 416">Tick</th> <th data-bbox="459 363 1928 416">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 416 459 501">1</td> <td data-bbox="459 416 1928 501"> <p>أين هذا الاحتفال؟<br/><b>REWARD:</b> any location of this event.</p> </td> </tr> <tr> <td data-bbox="344 501 459 585">2</td> <td data-bbox="459 501 1928 585"> <p>في أي وقت من السنة يكون الاحتفال، وما مدته؟<br/><b>REWARD:</b> the identification of the date, season, time of the celebration and how long it took.</p> </td> </tr> <tr> <td data-bbox="344 585 459 735">3</td> <td data-bbox="459 585 1928 735"> <p>ما الذي يعجبك في هذا الاحتفال؟ ولماذا؟<br/><b>REWARD:</b> any form of description: e.g. anything about what the candidate enjoys in the celebration, what clothes, food, or any activities or preparations were undertaken...<br/><b>REJECT:</b> no ticks for any comments about dislikes in the celebration.</p> </td> </tr> <tr> <td data-bbox="344 735 459 922">4</td> <td data-bbox="459 735 1928 922"> <p>ما الأشياء التي ستتغير في هذا الاحتفال العام القادم؟<br/><b>REWARD:</b> an opinion expressed in the future tense<br/>Insist on future tense<br/>Accept:<br/>العام القادم + المضارع</p> </td> </tr> </tbody> </table> | Tick  | Accept | 1 | <p>أين هذا الاحتفال؟<br/><b>REWARD:</b> any location of this event.</p> | 2 | <p>في أي وقت من السنة يكون الاحتفال، وما مدته؟<br/><b>REWARD:</b> the identification of the date, season, time of the celebration and how long it took.</p> | 3 | <p>ما الذي يعجبك في هذا الاحتفال؟ ولماذا؟<br/><b>REWARD:</b> any form of description: e.g. anything about what the candidate enjoys in the celebration, what clothes, food, or any activities or preparations were undertaken...<br/><b>REJECT:</b> no ticks for any comments about dislikes in the celebration.</p> | 4 | <p>ما الأشياء التي ستتغير في هذا الاحتفال العام القادم؟<br/><b>REWARD:</b> an opinion expressed in the future tense<br/>Insist on future tense<br/>Accept:<br/>العام القادم + المضارع</p> |  |
| Tick     | Accept   |       |        |   |   |   |   |   |  |   |   |  |
| 1        | <p>أين هذا الاحتفال؟<br/><b>REWARD:</b> any location of this event.</p>  |       |        |   |   |   |   |   |  |   |   |  |
| 2        | <p>في أي وقت من السنة يكون الاحتفال، وما مدته؟<br/><b>REWARD:</b> the identification of the date, season, time of the celebration and how long it took.</p>  |       |        |   |   |   |   |   |  |   |   |  |
| 3        | <p>ما الذي يعجبك في هذا الاحتفال؟ ولماذا؟<br/><b>REWARD:</b> any form of description: e.g. anything about what the candidate enjoys in the celebration, what clothes, food, or any activities or preparations were undertaken...<br/><b>REJECT:</b> no ticks for any comments about dislikes in the celebration.</p>   |       |        |   |   |   |   |   |  |   |   |  |
| 4        | <p>ما الأشياء التي ستتغير في هذا الاحتفال العام القادم؟<br/><b>REWARD:</b> an opinion expressed in the future tense<br/>Insist on future tense<br/>Accept:<br/>العام القادم + المضارع</p>  |       |        |   |   |   |   |   |  |   |   |  |

| Question | Answer   | Marks |  |   |  |   |  |   |   |   |  |   |   |  |
|----------|--|-------|--|---|--|---|--|---|---|---|--|---|---|--|
| 2        | <p><b>2.2: award a mark out of 5 for Language</b></p> <p><b>Generic mark scheme for Language (Question 2):</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Award a mark out of 5 for Language* according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme)):</p> <p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; width: 5%;">5</td> <td>Straightforward vocabulary and structure.<br/>The style of writing is basic, but reasonably coherent.<br/>Confident use of a varied range of verbs, generally successful.<br/>The majority of the response is accurate.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Basic vocabulary and structure.<br/>Some awareness of verb usage, but inconsistent.<br/>The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Very basic vocabulary and structure.<br/>Little awareness of verb usage (e.g. verbs that are incorrectly used: verb-subject agreement).<br/>Despite regular errors, the writing often conveys diverse meaning (e.g. not repeated adjectives)</td> </tr> <tr> <td style="text-align: center;">2</td> <td>A few phrases or short sentences are accurate enough to be comprehensible.<br/>Very simple sentence structure.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Disjointed words or short phrases, two or more of them accurate enough to be comprehensible.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> </div> <p>*Consider the whole answer when awarding mark for language.</p> <p style="text-align: right;"><b>Total for Communication: 10 marks</b><br/><b>Total for Language: 5 marks</b><br/><b>Total for Question 2: 15 marks</b></p> | 5     | Straightforward vocabulary and structure.<br>The style of writing is basic, but reasonably coherent.<br>Confident use of a varied range of verbs, generally successful.<br>The majority of the response is accurate. | 4 | Basic vocabulary and structure.<br>Some awareness of verb usage, but inconsistent.<br>The writing is sufficiently accurate for meaning to be conveyed. | 3 | Very basic vocabulary and structure.<br>Little awareness of verb usage (e.g. verbs that are incorrectly used: verb-subject agreement).<br>Despite regular errors, the writing often conveys diverse meaning (e.g. not repeated adjectives) | 2 | A few phrases or short sentences are accurate enough to be comprehensible.<br>Very simple sentence structure. | 1 | Disjointed words or short phrases, two or more of them accurate enough to be comprehensible. | 0 | One or two disjointed words or short phrases may be recognisable. |  |
| 5        | Straightforward vocabulary and structure.<br>The style of writing is basic, but reasonably coherent.<br>Confident use of a varied range of verbs, generally successful.<br>The majority of the response is accurate.   |       |  |   |  |   |  |   |   |   |  |   |   |  |
| 4        | Basic vocabulary and structure.<br>Some awareness of verb usage, but inconsistent.<br>The writing is sufficiently accurate for meaning to be conveyed.   |       |  |   |  |   |  |   |   |   |  |   |   |  |
| 3        | Very basic vocabulary and structure.<br>Little awareness of verb usage (e.g. verbs that are incorrectly used: verb-subject agreement).<br>Despite regular errors, the writing often conveys diverse meaning (e.g. not repeated adjectives)   |       |  |   |  |   |  |   |   |   |  |   |   |  |
| 2        | A few phrases or short sentences are accurate enough to be comprehensible.<br>Very simple sentence structure.  |       |  |   |  |   |  |   |   |   |  |   |   |  |
| 1        | Disjointed words or short phrases, two or more of them accurate enough to be comprehensible.   |       |  |   |  |   |  |   |   |   |  |   |   |  |
| 0        | One or two disjointed words or short phrases may be recognisable.  |       |  |   |  |   |  |   |   |   |  |   |   |  |

**PUBLISHED****SECTION 2**

| Question       | Answer  | Marks          |   |               |   |                |                                |  |
|----------------|---|----------------|---|---------------|---|----------------|--------------------------------|--|
| <b>3</b>       | <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:</p> <p><b>Communication:</b> award a <b>mark out of 10</b> according to the instructions in 3.1<br/> <b>Language:</b> award a <b>mark out of 8 for Verbs</b> according to the instructions in 3.2<br/> award a <b>mark out of 12 for Other linguistic features</b> according to the instructions in 3.3.</p>   | <b>30</b>      |   |               |   |                |                                |  |
|                | <p><b><u>3.1 award a mark out of 10 for Communication</u></b></p> <p><b><i>Generic mark scheme for Communication (Question 3):</i></b></p> <p>Place up to 2 ‘numbered’ ticks as close as possible to each relevant communication point (see tables below for details):</p> <p>When two “reactions” are required in Question 3:</p> <ul style="list-style-type: none"> <li>– If the reaction carries same meaning, consider it one reaction, e.g. سعيد ومسرور is considered one reaction.</li> <li>– If it carries two different meaning consider it two reactions even if it was listed. e.g. سعيد ومتعب could be considered two reactions.</li> </ul>                              |                |   |               |   |                |                                |  |
|                | (i) The mark scheme will identify 5 tasks for each Question 3 (please note ‘tasks; may not correspond to bullet points’ on the question paper). In accordance with the mark scheme, award up to a maximum of 2 ticks for each of these 5 tasks.   |                |   |               |   |                |                                |  |
|                | <p>(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (see session-specific tables for further guidance).</p> <table border="1" data-bbox="376 1050 1935 1203"> <tbody> <tr> <td><b>2 ticks</b></td> <td>Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td><b>1 tick</b></td> <td>Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td> </tr> <tr> <td><b>0 ticks</b></td> <td>Nothing of worth communicated.</td> </tr> </tbody> </table> | <b>2 ticks</b> | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. | <b>1 tick</b> | Communication of some meaning is achieved but the message may be ambiguous or incomplete. | <b>0 ticks</b> | Nothing of worth communicated. |  |
| <b>2 ticks</b> | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.   |                |   |               |   |                |                                |  |
| <b>1 tick</b>  | Communication of some meaning is achieved but the message may be ambiguous or incomplete.   |                |   |               |   |                |                                |  |
| <b>0 ticks</b> | Nothing of worth communicated.  |                |   |               |   |                |                                |  |
|                | <p>(iii) Add up the ticks to give a mark out of 10 for Communication.<br/> Where communication of the task is not achieved, <b>do not</b> annotate script.</p> <p>For each task identified in the mark scheme, reward the best attempt, <b>but only</b> reward a single attempt.</p>  |                |   |               |   |                |                                |  |

| Question                         | Answer   | Marks   |                         |                 |                  |   |                                |                       |   |   |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
|----------------------------------|--|---|-------------------------|-----------------|------------------|---|--------------------------------|-----------------------|---|---|-------------------|---|-------------------------------|----------------------|-------------------------|-----------------|--------------------|---|--------------------------------|-------------------------|---|--|----------------------------------|---|-------------------------------|--|
| 3                                | <p data-bbox="320 215 1010 247"><b>Guidance on awarding marks for Communication</b></p> <p data-bbox="320 284 837 331"><b>Example 1:</b> كيف تقضي أيام العطلة عادة؟</p> <table border="1" data-bbox="403 331 1872 624"> <thead> <tr> <th data-bbox="403 331 1008 416">Candidate's response</th> <th data-bbox="1008 331 1272 416">Ticks for Communication</th> <th data-bbox="1272 331 1872 416">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 416 1008 472">نعم قضيت العطلة.</td> <td data-bbox="1008 416 1272 472">0</td> <td data-bbox="1272 416 1872 472">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="403 472 1008 571">أنا تعمل في مكتب أبي.</td> <td data-bbox="1008 472 1272 571">1</td> <td data-bbox="1272 472 1872 571">Some meaning conveyed – use of <b>تعمل</b> makes message ambiguous.</td> </tr> <tr> <td data-bbox="403 571 1008 624">أعمل في مكتب أبي.</td> <td data-bbox="1008 571 1272 624">2</td> <td data-bbox="1272 571 1872 624">Message clearly communicated.</td> </tr> </tbody> </table> <p data-bbox="320 651 730 691"><b>Example 2:</b> أين تذهب للتسوق ومع من؟</p> <table border="1" data-bbox="403 719 1872 999"> <thead> <tr> <th data-bbox="403 719 1008 804">Candidate's response</th> <th data-bbox="1008 719 1272 804">Ticks for Communication</th> <th data-bbox="1272 719 1872 804">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 804 1008 860">مع من ذهبت للتسوق.</td> <td data-bbox="1008 804 1272 860">0</td> <td data-bbox="1272 804 1872 860">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="403 860 1008 943">أذهب للتسوق في المدينة.</td> <td data-bbox="1008 860 1272 943">1</td> <td data-bbox="1272 860 1872 943">Some meaning is conveyed but the task is incomplete.</td> </tr> <tr> <td data-bbox="403 943 1008 999">أذهب للتسوق مع صديقي في المدينة.</td> <td data-bbox="1008 943 1272 999">2</td> <td data-bbox="1272 943 1872 999">Message clearly communicated.</td> </tr> </tbody> </table> | Candidate's response  | Ticks for Communication | Reason for mark | نعم قضيت العطلة. | 0 | Nothing of worth communicated. | أنا تعمل في مكتب أبي. | 1 | Some meaning conveyed – use of <b>تعمل</b> makes message ambiguous. | أعمل في مكتب أبي. | 2 | Message clearly communicated. | Candidate's response | Ticks for Communication | Reason for mark | مع من ذهبت للتسوق. | 0 | Nothing of worth communicated. | أذهب للتسوق في المدينة. | 1 | Some meaning is conveyed but the task is incomplete. | أذهب للتسوق مع صديقي في المدينة. | 2 | Message clearly communicated. |  |
| Candidate's response             | Ticks for Communication  | Reason for mark   |                         |                 |                  |   |                                |                       |   |   |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| نعم قضيت العطلة.                 | 0  | Nothing of worth communicated.                                      |                         |                 |                  |   |                                |                       |   |   |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| أنا تعمل في مكتب أبي.            | 1  | Some meaning conveyed – use of <b>تعمل</b> makes message ambiguous. |                         |                 |                  |   |                                |                       |   |   |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| أعمل في مكتب أبي.                | 2  | Message clearly communicated.                                       |                         |                 |                  |   |                                |                       |   |   |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| Candidate's response             | Ticks for Communication  | Reason for mark   |                         |                 |                  |   |                                |                       |   |   |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| مع من ذهبت للتسوق.               | 0  | Nothing of worth communicated.                                      |                         |                 |                  |   |                                |                       |   |   |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| أذهب للتسوق في المدينة.          | 1  | Some meaning is conveyed but the task is incomplete.                |                         |                 |                  |   |                                |                       |   |   |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| أذهب للتسوق مع صديقي في المدينة. | 2  | Message clearly communicated.                                       |                         |                 |                  |   |                                |                       |   |   |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |



| Question                           | Answer  | Marks   |  |                 |   |                |                                |                                    |   |   |                               |   |                               |  |
|------------------------------------|---|---|--|-----------------|---|----------------|--------------------------------|------------------------------------|---|---|-------------------------------|---|-------------------------------|--|
| 3                                  | <p><b>Example 3:</b> ما برنامج الاحتفال؟</p> <table border="1" data-bbox="403 300 1872 596"> <thead> <tr> <th data-bbox="403 300 1005 379">Candidate's response</th> <th data-bbox="1005 300 1270 379">Ticks for Communication</th> <th data-bbox="1270 300 1872 379">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 379 1005 448">حفل غنائي، حفل موسيقي/تعارف أسري</td> <td data-bbox="1005 379 1270 448">0</td> <td data-bbox="1270 379 1872 448">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="403 448 1005 533">حفل غنائي ثم مسرحي /للتعارف الاسري</td> <td data-bbox="1005 448 1270 533">1</td> <td data-bbox="1270 448 1872 533">Some meaning is conveyed but the message is incomplete.</td> </tr> <tr> <td data-bbox="403 533 1005 596">حفل غنائي ثم مسرحي مع اناشيد.</td> <td data-bbox="1005 533 1270 596">2</td> <td data-bbox="1270 533 1872 596">Message clearly communicated.</td> </tr> </tbody> </table>   | Candidate's response                                    | Ticks for Communication  | Reason for mark | حفل غنائي، حفل موسيقي/تعارف أسري  | 0              | Nothing of worth communicated. | حفل غنائي ثم مسرحي /للتعارف الاسري | 1 | Some meaning is conveyed but the message is incomplete. | حفل غنائي ثم مسرحي مع اناشيد. | 2 | Message clearly communicated. |  |
| Candidate's response               | Ticks for Communication   | Reason for mark   |  |                 |   |                |                                |                                    |   |   |                               |   |                               |  |
| حفل غنائي، حفل موسيقي/تعارف أسري   | 0   | Nothing of worth communicated.                          |  |                 |   |                |                                |                                    |   |   |                               |   |                               |  |
| حفل غنائي ثم مسرحي /للتعارف الاسري | 1   | Some meaning is conveyed but the message is incomplete. |  |                 |   |                |                                |                                    |   |   |                               |   |                               |  |
| حفل غنائي ثم مسرحي مع اناشيد.      | 2   | Message clearly communicated.                           |  |                 |   |                |                                |                                    |   |   |                               |   |                               |  |
|                                    | <p><b>Session specific instructions for Communication marks (Question 3):</b></p> <p><b>3 steps to award Communication marks:</b></p> <ol style="list-style-type: none"> <li>1) Check against Communication task (table) Has the task been attempted? (no attempt → no Comm. tick)</li> <li>2) Find the best attempt at the task</li> <li>3) In that task, is the message clear (2 ticks) or unclear (1 tick) or absent (0 ticks)? (see example table above)</li> </ol> <div data-bbox="344 868 1928 1106" style="border: 1px solid black; padding: 5px;"> <p>Place up to 2 'numbered' ticks as close as possible to each relevant communication point:</p> <table border="1" data-bbox="360 946 1899 1098"> <tbody> <tr> <td data-bbox="360 946 497 995"><b>2 ticks</b></td> <td data-bbox="497 946 1899 995">Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="360 995 497 1045"><b>1 tick</b></td> <td data-bbox="497 995 1899 1045">Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="360 1045 497 1098"><b>0 ticks</b></td> <td data-bbox="497 1045 1899 1098">Nothing of worth communicated.</td> </tr> </tbody> </table> </div> | <b>2 ticks</b>  | Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated. | <b>1 tick</b>   | Communication of some meaning is achieved but the message may be ambiguous or incomplete. | <b>0 ticks</b> | Nothing of worth communicated. |                                    |   |   |                               |   |                               |  |
| <b>2 ticks</b>                     | Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.  |   |  |                 |   |                |                                |                                    |   |   |                               |   |                               |  |
| <b>1 tick</b>                      | Communication of some meaning is achieved but the message may be ambiguous or incomplete.   |   |  |                 |   |                |                                |                                    |   |   |                               |   |                               |  |
| <b>0 ticks</b>                     | Nothing of worth communicated.  |   |  |                 |   |                |                                |                                    |   |   |                               |   |                               |  |

| Question | Answer  | Marks |        |      |   |  |   |   |  |   |   |  |     |   |  |   |  |
|----------|---|-------|--------|------|---|--|---|---|--|---|---|--|-----|---|--|---|--|
| 3(a)     | أنت نظمت مشروعاً لحل مشكلة الازدحام في مدينتك.<br>اكتب رسالة إلى مجلة الشباب تشرح فيها:   |       |        |      |   |  |   |   |  |   |   |  |     |   |  |   |  |
|          | <table border="1"> <thead> <tr> <th>Tick</th> <th>Accept</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>كيف جهّزت لهذا المشروع.<br/><b>Insist on past tense here</b><br/><i>Either two concise points or one extended point.</i></td> <td>2</td> </tr> <tr> <td>2</td> <td>تأثير مشكلة الازدحام على الحياة اليومية.<br/>Allow anything sensible, such as; pollution, safety for pedestrians, poor public transport, being late to work.<br/><i>Either two concise points or one extended point.</i></td> <td>2</td> </tr> <tr> <td>3</td> <td>المشاكل التي واجهتها، وكيف قمت بحلها.<br/>For 2 Communication ticks insist on explanation of both parts.<br/><b>At least two problems (1+1) and one solution (2)</b></td> <td>2+2</td> </tr> <tr> <td>4</td> <td>المشروع المختلف الذي تريد عمله في العام القادم.<br/>For 2 Communication ticks insist on future meaning.<br/>(العام القادم/سأعمل مشروعاً في المستقبل. e.g. verb or future phrase)<br/>Accept any sensible project.</td> <td>2</td> </tr> </tbody> </table> | Tick  | Accept | Mark | 1 | كيف جهّزت لهذا المشروع.<br><b>Insist on past tense here</b><br><i>Either two concise points or one extended point.</i> | 2 | 2 | تأثير مشكلة الازدحام على الحياة اليومية.<br>Allow anything sensible, such as; pollution, safety for pedestrians, poor public transport, being late to work.<br><i>Either two concise points or one extended point.</i> | 2 | 3 | المشاكل التي واجهتها، وكيف قمت بحلها.<br>For 2 Communication ticks insist on explanation of both parts.<br><b>At least two problems (1+1) and one solution (2)</b> | 2+2 | 4 | المشروع المختلف الذي تريد عمله في العام القادم.<br>For 2 Communication ticks insist on future meaning.<br>(العام القادم/سأعمل مشروعاً في المستقبل. e.g. verb or future phrase)<br>Accept any sensible project. | 2 |  |
| Tick     | Accept  | Mark  |        |      |   |  |   |   |  |   |   |  |     |   |  |   |  |
| 1        | كيف جهّزت لهذا المشروع.<br><b>Insist on past tense here</b><br><i>Either two concise points or one extended point.</i>  | 2     |        |      |   |  |   |   |  |   |   |  |     |   |  |   |  |
| 2        | تأثير مشكلة الازدحام على الحياة اليومية.<br>Allow anything sensible, such as; pollution, safety for pedestrians, poor public transport, being late to work.<br><i>Either two concise points or one extended point.</i>  | 2     |        |      |   |  |   |   |  |   |   |  |     |   |  |   |  |
| 3        | المشاكل التي واجهتها، وكيف قمت بحلها.<br>For 2 Communication ticks insist on explanation of both parts.<br><b>At least two problems (1+1) and one solution (2)</b>  | 2+2   |        |      |   |  |   |   |  |   |   |  |     |   |  |   |  |
| 4        | المشروع المختلف الذي تريد عمله في العام القادم.<br>For 2 Communication ticks insist on future meaning.<br>(العام القادم/سأعمل مشروعاً في المستقبل. e.g. verb or future phrase)<br>Accept any sensible project.  | 2     |        |      |   |  |   |   |  |   |   |  |     |   |  |   |  |

| Question | Answer   |   | Marks              |
|----------|--|---|--------------------|
| 3(b)     | <p>طلب منك مدير المدرسة أن تشرح لزملائك استخدام التكنولوجيا.<br/>اكتب مقالة لمجلة المدرسة توضح فيها:</p> |   |                    |
|          | <p><b>Tick</b></p>   | <p><b>Accept</b></p>  | <p><b>Mark</b></p> |
|          | 1  | <p>نوع التكنولوجيا الذي تفضله، ولماذا؟</p> <p><b>Expect one answer and one justification</b><br/>e.g. Internet, PCs, smart phones, social media, Ipads</p>  | 2+2                |
|          | 2  | <p>كيف ساعدتك التكنولوجيا في دراستك العام الماضي؟</p> <p><b>Insist on past tense.</b><br/>e.g. homework, research, classwork</p>  | 2                  |
|          | 3  | <p>كيف سهلت التكنولوجيا حياة الناس اليومية؟</p> <p><b>Insist on past tense.</b><br/>e.g. online shopping, booking flights, research, appliances, photography</p>  | 2                  |
|          | 4  | <p>ماذا ستفعل في حياتك بدون التكنولوجيا؟</p> <p><b>Insist on future tense.</b><br/>Accept anything sensible. e.g. Read books, visit family, speak to my mom, visit a museum<br/>Reject: anything that is using technology</p> | 2                  |

| Question | Answer   |   | Marks       |
|----------|--|---|-------------|
| 3(c)     | "ذات صباح، وجدتُ صورتي على الصفحة الأولى في الجريدة اليومية..."<br>أكمل القصة: |   |             |
|          | <b>Tick</b>  | <b>Accept</b>   | <b>Mark</b> |
|          | 1  | صف شعورك عندما رأيتَ صورتك.<br><b>Insist on past tense.</b><br>Examples: I felt happy, I was surprised, I was angry   | 2           |
|          | 2  | أسباب وجود صورتك في الجريدة.<br><b>Insist on justification</b><br>Allow anything sensible.<br>Examples: I won X-factor, I won a race  | 2           |
|          | 3  | ماذا ستفعل بهذه الجريدة ولماذا؟<br><b>Insist on future tense.</b><br>Allow anything sensible.<br>Example: I will show it to my family, I will put it on my blog, etc.<br>2 separate marks for why: because I am proud of myself, I want my friends to see it, I want to inspire my cousins etc. | 2 + 2       |
|          | 4  | ماذا كان رأي عائلتك في وجود صورتك في الجريدة؟<br><b>Insist on opinion in past tense.</b>  | 2           |

| Question        | Answer   | Marks           |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |  |
|-----------------|--|-----------------|------|-----|---|-------|---|-------|---|-------|---|-------|---|-----|---|-----|---|-----|---|---------|---|--|
|                 | <p><b><u>3.2 – award a mark out of 8 for Accurate use of verbs</u></b></p> <p><b><i>Generic mark scheme for accurate use of verbs (Question 3):</i></b></p> <p>(i) Place a tick above the <b><u>first occurrence of each correct verb</u></b> up to a maximum of <b><u>18 ticks</u></b> (details of how to award ticks are provided below)</p> <p>(ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below</p> <p style="text-align: center;"><b>Conversion table for Accurate use of verbs (Question 3)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Number of ticks</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>18+</td> <td>8</td> </tr> <tr> <td>16,17</td> <td>7</td> </tr> <tr> <td>14,15</td> <td>6</td> </tr> <tr> <td>12,13</td> <td>5</td> </tr> <tr> <td>10,11</td> <td>4</td> </tr> <tr> <td>8,9</td> <td>3</td> </tr> <tr> <td>6,7</td> <td>2</td> </tr> <tr> <td>4,5</td> <td>1</td> </tr> <tr> <td>0,1,2,3</td> <td>0</td> </tr> </tbody> </table> | Number of ticks | Mark | 18+ | 8 | 16,17 | 7 | 14,15 | 6 | 12,13 | 5 | 10,11 | 4 | 8,9 | 3 | 6,7 | 2 | 4,5 | 1 | 0,1,2,3 | 0 |  |
| Number of ticks | Mark   |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |  |
| 18+             | 8  |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |  |
| 16,17           | 7  |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |  |
| 14,15           | 6  |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |  |
| 12,13           | 5  |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |  |
| 10,11           | 4  |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |  |
| 8,9             | 3  |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |  |
| 6,7             | 2  |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |  |
| 4,5             | 1  |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |  |
| 0,1,2,3         | 0  |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |  |

| Question                                   | Answer  | Marks |         |      |                                 |  |  |                                |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
|--|---|-------|---------|------|---------------------------------|--|--|--------------------------------|--|--|--|--|--|------|---------|------|------------------|--------------------------|--|------------------------------|--|--|--|
|  | <p><b>How to award ticks for <i>Accurate use of verbs</i> (Question 3):</b></p> <p><b>Both subject and verb must be correct for the verb to score a tick. Subject (=noun or pronoun including article or possessive) + any finite verb</b><br/> <b>Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the ‘subject’</b><br/> <b>Minor spelling errors in the subject will be tolerated</b><br/> <b>Tolerate inaccuracies in the writing of <i>hamza</i> (ء)</b><br/> <b>Do not tick verbs contained in the ‘letter etiquette’: appropriate beginnings and endings to letters are considered for reward under <i>Other linguistic features</i>.</b><br/> <b>Verb must be in the <u>appropriate tense</u> to score a tick (see session-specific tables on tenses)</b></p> <table border="1" data-bbox="344 600 1928 898"> <thead> <tr> <th data-bbox="344 600 875 651">Tick</th> <th data-bbox="875 600 1400 651">No tick</th> <th data-bbox="1400 600 1928 651">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 651 875 716">(✓) يلعبُ، تلعبُ (✓)، ألعبُ (✓)</td> <td data-bbox="875 651 1400 716"></td> <td data-bbox="1400 651 1928 716"></td> </tr> <tr> <td data-bbox="344 716 875 782">لعبتُ (✓1) لعبتَ (✓1) لعبَ (✓)</td> <td data-bbox="875 716 1400 782"></td> <td data-bbox="1400 716 1928 782"></td> </tr> <tr> <td data-bbox="344 782 875 898">سوف أسافر (✓1)، سأكتب (✓1)،<br/>قد أرحل (✓)</td> <td data-bbox="875 782 1400 898"></td> <td data-bbox="1400 782 1928 898"></td> </tr> </tbody> </table> <p><b>Singular verb used correctly with the following plural noun subject</b></p> <table border="1" data-bbox="344 981 1928 1163"> <thead> <tr> <th data-bbox="344 981 875 1032">Tick</th> <th data-bbox="875 981 1400 1032">No tick</th> <th data-bbox="1400 981 1928 1032">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 1032 875 1098">يلعب (✓) الأولاد</td> <td data-bbox="875 1032 1400 1098">يلعبوا (no tick) الأولاد</td> <td data-bbox="1400 1032 1928 1098"></td> </tr> <tr> <td data-bbox="344 1098 875 1163">يأكل (✓) الأولاد ويلعبوا (✓)</td> <td data-bbox="875 1098 1400 1163"></td> <td data-bbox="1400 1098 1928 1163"></td> </tr> </tbody> </table> | Tick  | No tick | Note | (✓) يلعبُ، تلعبُ (✓)، ألعبُ (✓) |  |  | لعبتُ (✓1) لعبتَ (✓1) لعبَ (✓) |  |  | سوف أسافر (✓1)، سأكتب (✓1)،<br>قد أرحل (✓) |  |  | Tick | No tick | Note | يلعب (✓) الأولاد | يلعبوا (no tick) الأولاد |  | يأكل (✓) الأولاد ويلعبوا (✓) |  |  |  |
| Tick                                       | No tick   | Note  |         |      |                                 |  |  |                                |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
| (✓) يلعبُ، تلعبُ (✓)، ألعبُ (✓)            |   |       |         |      |                                 |  |  |                                |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
| لعبتُ (✓1) لعبتَ (✓1) لعبَ (✓)             |   |       |         |      |                                 |  |  |                                |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
| سوف أسافر (✓1)، سأكتب (✓1)،<br>قد أرحل (✓) |   |       |         |      |                                 |  |  |                                |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
| Tick                                       | No tick   | Note  |         |      |                                 |  |  |                                |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
| يلعب (✓) الأولاد                           | يلعبوا (no tick) الأولاد  |       |         |      |                                 |  |  |                                |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
| يأكل (✓) الأولاد ويلعبوا (✓)               |   |       |         |      |                                 |  |  |                                |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |

| Question | Answer   |                           |   | Marks |
|----------|--|---------------------------|---|-------|
|          | <b>Feminine singular verb with non-human plural</b>    |                           |   |       |
|          | <b>Tick</b>  | <b>No tick</b>            | <b>Note</b>   |       |
|          | سبجت (✓) الأسماك                                       | سبحوا (no tick) الأسماك   |   |       |
|          | <b>Compound verbal expression</b>                      |                           |   |       |
|          | <b>Tick</b>  | <b>No tick</b>            | <b>Note</b>   |       |
|          | كان يشرب (✓)(✓)  |                           |   |       |
|          | <b>With negative</b>                                   |                           |   |       |
|          | <b>Tick</b>  | <b>No tick</b>            | <b>Note</b>   |       |
|          | لم يكتب (✓) الوظيفة                                    | يكتب لم (no tick) الوظيفة |   |       |
|          | <b>Verb with appropriate possessive pronoun suffix</b> |                           |   |       |
|          | <b>Tick</b>  | <b>No tick</b>            | <b>Note</b>   |       |
|          | أكلها (✓) / قرأه (✓)                                   |                           |   |       |
|          | <b>Correct verb within meaningless statement</b>       |                           |   |       |
|          | <b>Tick</b>  | <b>No tick</b>            | <b>Note</b>   |       |
|          | أكل (✓) الولد التفاحة                                  | أكل (no tick) الولد البيت | do not reward correct verb in a meaningless statement |       |

| Question                   | Answer  | Marks |      |                       |  |      |         |      |                      |  |  |                            |  |  |  |
|----------------------------|---|-------|------|-----------------------|--|------|---------|------|----------------------|--|--|----------------------------|--|--|--|
|                            | <p><b>(a) Imperative</b></p> <table border="1" data-bbox="607 248 1664 359"> <thead> <tr> <th data-bbox="607 248 1137 296">Tick</th> <th data-bbox="1137 248 1664 296">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="607 296 1137 359">تعال (✓)، لا تلمس (✓)</td> <td data-bbox="1137 296 1664 359"></td> </tr> </tbody> </table> <p><b>(b) Infinitive</b></p> <table border="1" data-bbox="344 459 1928 639"> <thead> <tr> <th data-bbox="344 459 875 507">Tick</th> <th data-bbox="875 459 1402 507">No tick</th> <th data-bbox="1402 459 1928 507">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 507 875 576">أريد (✓) أن أذهب (✓)</td> <td data-bbox="875 507 1402 576"></td> <td data-bbox="1402 507 1928 576"></td> </tr> <tr> <td data-bbox="344 576 875 639">أريد (✓) أن تذهب (no tick)</td> <td data-bbox="875 576 1402 639"></td> <td data-bbox="1402 576 1928 639"></td> </tr> </tbody> </table> <p><b>(c) Reward only the first occurrence of a verb if <u>verb appears to be in the same form with the same subject</u>, e.g.</b></p> <p>أحب (✓) السّباحة. وأحب (no tick) التنس أيضاً.<br/> أحب (✓) السّباحة. لا أحب (no tick) التنس.<br/> أحب (✓) السّباحة. وأخي يحب (✓) التنس أيضاً.</p> | Tick  | Note | تعال (✓)، لا تلمس (✓) |  | Tick | No tick | Note | أريد (✓) أن أذهب (✓) |  |  | أريد (✓) أن تذهب (no tick) |  |  |  |
| Tick                       | Note  |       |      |                       |  |      |         |      |                      |  |  |                            |  |  |  |
| تعال (✓)، لا تلمس (✓)      |   |       |      |                       |  |      |         |      |                      |  |  |                            |  |  |  |
| Tick                       | No tick   | Note  |      |                       |  |      |         |      |                      |  |  |                            |  |  |  |
| أريد (✓) أن أذهب (✓)       |   |       |      |                       |  |      |         |      |                      |  |  |                            |  |  |  |
| أريد (✓) أن تذهب (no tick) |   |       |      |                       |  |      |         |      |                      |  |  |                            |  |  |  |



| Question     | Answer  | Marks        |   |             |  |            |  |            |   |            |   |            |  |          |   |  |
|--------------|---|--------------|---|-------------|--|------------|--|------------|---|------------|---|------------|--|----------|---|--|
|              | <p><b><u>3.3 – award a mark out of 12 for Other linguistic features</u></b></p> <p><b><i>Generic mark scheme for Other linguistic features (Question 3):</i></b></p> <p>(i) Award a mark out of 12 for Other linguistic features according to the Grade descriptors in the table below (please see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme)):</p> <p style="text-align: center;"><b>Grade descriptors for Other linguistic features (Question 3)</b></p> <table border="1" data-bbox="344 520 1928 1334"> <tbody> <tr> <td data-bbox="344 520 495 651"><b>11–12</b></td> <td data-bbox="495 520 1928 651">Uses a wide range of structures effectively; produces longer, fluent sentences with ease. Highly accurate at this level, though not necessarily faultless. Makes effective use of a wide range of vocabulary fully appropriate to the task.</td> </tr> <tr> <td data-bbox="344 651 495 782"><b>9–10</b></td> <td data-bbox="495 651 1928 782">Attempts a range of structures with a good degree of success. More complex language usually error-free. Uses a variety of relevant vocabulary at this level.</td> </tr> <tr> <td data-bbox="344 782 495 912"><b>7–8</b></td> <td data-bbox="495 782 1928 912">In control of simple structures. Varied success with more complex structures. Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. Has sufficient vocabulary to add some interest to the writing.</td> </tr> <tr> <td data-bbox="344 912 495 1043"><b>5–6</b></td> <td data-bbox="495 912 1928 1043">Attempts more than basic structures. On balance the work is more accurate than inaccurate. Straightforward vocabulary relevant to the task.</td> </tr> <tr> <td data-bbox="344 1043 495 1174"><b>3–4</b></td> <td data-bbox="495 1043 1928 1174">Reliant on basic structures. Some examples of correct language. Meaning usually conveyed. Basic vocabulary.</td> </tr> <tr> <td data-bbox="344 1174 495 1273"><b>1–2</b></td> <td data-bbox="495 1174 1928 1273">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="344 1273 495 1334"><b>0</b></td> <td data-bbox="495 1273 1928 1334">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> | <b>11–12</b> | Uses a wide range of structures effectively; produces longer, fluent sentences with ease. Highly accurate at this level, though not necessarily faultless. Makes effective use of a wide range of vocabulary fully appropriate to the task. | <b>9–10</b> | Attempts a range of structures with a good degree of success. More complex language usually error-free. Uses a variety of relevant vocabulary at this level. | <b>7–8</b> | In control of simple structures. Varied success with more complex structures. Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. Has sufficient vocabulary to add some interest to the writing. | <b>5–6</b> | Attempts more than basic structures. On balance the work is more accurate than inaccurate. Straightforward vocabulary relevant to the task. | <b>3–4</b> | Reliant on basic structures. Some examples of correct language. Meaning usually conveyed. Basic vocabulary. | <b>1–2</b> | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | <b>0</b> | One or two disjointed words or short phrases may be recognisable. |  |
| <b>11–12</b> | Uses a wide range of structures effectively; produces longer, fluent sentences with ease. Highly accurate at this level, though not necessarily faultless. Makes effective use of a wide range of vocabulary fully appropriate to the task.   |              |   |             |  |            |  |            |   |            |   |            |  |          |   |  |
| <b>9–10</b>  | Attempts a range of structures with a good degree of success. More complex language usually error-free. Uses a variety of relevant vocabulary at this level.  |              |   |             |  |            |  |            |   |            |   |            |  |          |   |  |
| <b>7–8</b>   | In control of simple structures. Varied success with more complex structures. Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. Has sufficient vocabulary to add some interest to the writing.  |              |   |             |  |            |  |            |   |            |   |            |  |          |   |  |
| <b>5–6</b>   | Attempts more than basic structures. On balance the work is more accurate than inaccurate. Straightforward vocabulary relevant to the task.   |              |   |             |  |            |  |            |   |            |   |            |  |          |   |  |
| <b>3–4</b>   | Reliant on basic structures. Some examples of correct language. Meaning usually conveyed. Basic vocabulary.   |              |   |             |  |            |  |            |   |            |   |            |  |          |   |  |
| <b>1–2</b>   | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.  |              |   |             |  |            |  |            |   |            |   |            |  |          |   |  |
| <b>0</b>     | One or two disjointed words or short phrases may be recognisable.   |              |   |             |  |            |  |            |   |            |   |            |  |          |   |  |

| Question | Answer   | Marks |
|----------|--|-------|
|          | <p>(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <p>Adjectives, including possessives and demonstratives. Also comparatives and superlatives<br/> Pronouns other than subject pronouns, e.g. object pronouns (قال لي / قال له) and demonstrative pronouns (هذا / هذه)<br/> Negatives<br/> Interrogatives<br/> Use of correct <i>iDaafa</i> construction<br/> Linking of nouns with ل in quasi-possessive construction<br/> Case endings for dual (ان / ين)<br/> Case endings for sound masculine plural (ون / ين)<br/> Use of broken plural<br/> Use of accusative <i>alif</i> (أ)<br/> A variety of prepositions and adverbs (except جداً)<br/> Expressions of quantity :time and numbers<br/> Linking words (على كل حال) and conjunctions other than و<br/> Subordinate clauses, including لأن التي، الذي، (relative pronouns). Indirect or reported speech (قال ذلك، أظن ذلك). Time clauses with عندما، بينما etc. and إذا<br/> Appropriate writing style (e.g. letter, article, narrative/descriptive)<br/> Inaccuracies in the writing of hamza (ء) are ignored.<br/> Misspelling of proper nouns in the case of a person's name or a town or place other than a country should be tolerated.</p> <p style="text-align: right;"><b>Total for Communication: 10 marks</b><br/> <b>Total for Verbs: 8 marks</b><br/> <b>Total for Other linguistic features: 12 marks</b><br/> <b>Total for Question 3: 30 marks</b></p> |       |