

Cambridge IGCSE™ (9–1)

ARABIC**7180/01**

Paper 1 Writing

May/June 2025

MARK SCHEME

Maximum Mark: 50

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.

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.

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
	Correct word or words
	Meaning unclear or illegible
	Grammatical, spelling or punctuation error
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given.
	To show the end of word count
	Omission
	Irrelevant
	Used to show that blank pages have been seen and any creditworthy material has been awarded
Highlighter	Highlight
Off Page Comment	Used to make a holistic comment about the script

Section A**Question 1 or 2**

Question	Answer	Marks
EITHER		
1	<p>1 شاركت في حدث رياضي في منطقتك. اكتب رسالة إلى صديقك عن ذلك الحدث.</p> <p>Use Table A to give a mark out of 10 for content, and Table B to give a mark out of 10 for language and structure.</p>	20
OR		
2	<p>2 اكتب تقريراً عن أهمية تقليل استخدام السيارات في مراكز المدن الكبرى.</p> <p>Use Table A to give a mark out of 10 for content, and Table B to give a mark out of 10 for language and structure.</p>	20

Question	Answer			Marks
1,2	Table A			20
	Level	Content	Marks	
	Level 5	The interest of the reader is consistently aroused and sustained. <ul style="list-style-type: none"> Content consistently shows facts, and expresses ideas and opinions in order to interest, inform or convince. The topic is addressed and developed with consistent relevance. Fully appropriate text style, tone and register. 	9–10	
	Level 4	The interest of the reader is generally aroused and sustained. <ul style="list-style-type: none"> Content generally shows facts, and expresses ideas and opinions in order to interest, inform or convince. The topic is addressed and developed with general relevance. Generally appropriate text style, tone and register. 	7–8	
	Level 3	The interest of the reader is sometimes aroused. <ul style="list-style-type: none"> Content shows some facts, and express ideas and opinions in order to interest, inform or convince. The topic is addressed and developed with some relevance. Some appropriate text style, tone and register. 	5–6	
	Level 2	The interest of the reader is distracted from merits of content. <ul style="list-style-type: none"> Content occasionally shows facts, and express ideas and opinions in order to interest, inform or convince. The topic is occasionally addressed and developed with occasional relevance. Text style, tone or register may be uneven. 	3–4	
	Level 1	The interest of the reader is obscured by the weight of linguistic errors. <ul style="list-style-type: none"> Content rarely shows facts, or express ideas and opinions in order to interest, inform or convince. The topic is rarely addressed. Inappropriate text style, tone and register. 	1–2	
	Level 0	• No creditable content	0	

Question	Answer			Marks														
1,2	<p>Table B</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Language and structure</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Level 5</td> <td> <p>Highly accurate writing, apart from very occasional slips.</p> <ul style="list-style-type: none"> • Sentence structures are highly varied and accurate. • Verb forms and spelling correct, apart from very occasional slips. • Vocabulary wide and precise and accurate meaning is conveyed. • Paragraphs are well organised, are linked, and show clear evidence of planning. </td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td> <p>Accurate writing; occasional errors are either slips or caused by ambition.</p> <ul style="list-style-type: none"> • Sentence structures are varied and are generally accurate. • Verb forms and spelling generally accurate, with some occasional slips. • Vocabulary precise enough to convey intended meaning. • Paragraphs are generally organised, are usually linked, and show some evidence of planning. </td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td> <p>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.</p> <ul style="list-style-type: none"> • Sentence structures show some variation and accuracy. • Verb forms and spelling contain some errors. • Vocabulary adequate to convey intended meaning. • Paragraphs are used but may lack unity or coherence. </td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td> <p>Overall meaning not in doubt, but some errors sufficiently frequent to hamper precision.</p> <ul style="list-style-type: none"> • Some simple sentence structures are accurate, but accuracy is not sustained. • Verb forms and spelling will sometimes confuse sequence of events. • Vocabulary is limited and intended meaning not always clear. • Limited use of paragraphs. </td> <td>3–4</td> </tr> </tbody> </table>	Level	Language and structure	Marks	Level 5	<p>Highly accurate writing, apart from very occasional slips.</p> <ul style="list-style-type: none"> • Sentence structures are highly varied and accurate. • Verb forms and spelling correct, apart from very occasional slips. • Vocabulary wide and precise and accurate meaning is conveyed. • Paragraphs are well organised, are linked, and show clear evidence of planning. 	9–10	Level 4	<p>Accurate writing; occasional errors are either slips or caused by ambition.</p> <ul style="list-style-type: none"> • Sentence structures are varied and are generally accurate. • Verb forms and spelling generally accurate, with some occasional slips. • Vocabulary precise enough to convey intended meaning. • Paragraphs are generally organised, are usually linked, and show some evidence of planning. 	7–8	Level 3	<p>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.</p> <ul style="list-style-type: none"> • Sentence structures show some variation and accuracy. • Verb forms and spelling contain some errors. • Vocabulary adequate to convey intended meaning. • Paragraphs are used but may lack unity or coherence. 	5–6	Level 2	<p>Overall meaning not in doubt, but some errors sufficiently frequent to hamper precision.</p> <ul style="list-style-type: none"> • Some simple sentence structures are accurate, but accuracy is not sustained. • Verb forms and spelling will sometimes confuse sequence of events. • Vocabulary is limited and intended meaning not always clear. • Limited use of paragraphs. 	3–4		
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Question	Answer			Marks
1,2	Level	Language and structure	Marks	
	Level 1	Scripts almost entirely impossible to recognise as piece of Arabic writing; whole sections make no sense at all. <ul style="list-style-type: none"> • Sentence structures show little or no variation and accuracy. • Verb forms and spelling contain multiple errors. • Vocabulary is poor and intended meaning is unrecognisable. • Little or no use of paragraphs. 	1–2	
Level 0		• No creditable content	0	

Section B**Question 3, 4 or 5**

Question	Answer	Marks
EITHER		
3	<p>3 ذهبت في رحلة مع أسرتك إلى مكان سياحي. صف المكان، وشعورك خلال الرحلة.</p> <p>Use Table A to give a mark out of 15 for content and structure, and Table B to give a mark out of 15 for language and accuracy.</p>	30
OR		
4	<p>4 بينما كنت في مكتبة، وجدت رسالة قديمة مكتوبة بلغة غريبة. اسرد ما حدث بعد ذلك.</p> <p>Use Table A to give a mark out of 15 for content and structure, and Table B to give a mark out of 15 for language and accuracy.</p>	30
OR		
5	<p>5 "التعليم عن بعد أفضل من التعليم في المدرسة". ناقش هذا الموضوع.</p> <p>Use Table A to give a mark out of 15 for content and structure, and Table B to give a mark out of 15 for language and accuracy.</p>	30

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3,4,5	Table A <table border="1"> <thead> <tr> <th>Level</th><th colspan="2">Content and Structure</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Level 5</td><td colspan="2"> General <ul style="list-style-type: none"> Structure is secure, well balanced, carefully managed for deliberate effect. Content is highly engaging and has effective adaptation of some sophisticated language to describe, narrate or argue. </td><td>13–15</td></tr> <tr> <td></td><td>Narrative Narratives are complex, sophisticated, possibly tense and may contain devices such as flashbacks.</td><td>Descriptive Descriptions have well-developed images helping to create complex atmospheres</td><td>Discursive Discussion is balanced, sometimes sophisticated, showing full awareness of both sides of the issue.</td><td></td></tr> <tr> <td>Level 4</td><td colspan="2"> General <ul style="list-style-type: none"> Structure is well managed, with some choices made for deliberate effect. Content is engaging and has adaptation of a wide variety of vocabulary language to describe, narrate and argue. </td><td>10–12</td><td></td></tr> <tr> <td></td><td>Narrative Narratives have effective detail creating character or setting and may contain some sense of climax.</td><td>Descriptive Descriptions have interesting images and a range of detail, helping to create interesting atmospheres.</td><td>Discursive Discussion is clearly presented and balanced, showing very good awareness of both sides of the issue.</td><td></td></tr> </tbody> </table>			Level	Content and Structure		Marks	Level 5	General <ul style="list-style-type: none"> Structure is secure, well balanced, carefully managed for deliberate effect. Content is highly engaging and has effective adaptation of some sophisticated language to describe, narrate or argue. 		13–15		Narrative Narratives are complex, sophisticated, possibly tense and may contain devices such as flashbacks.	Descriptive Descriptions have well-developed images helping to create complex atmospheres	Discursive Discussion is balanced, sometimes sophisticated, showing full awareness of both sides of the issue.		Level 4	General <ul style="list-style-type: none"> Structure is well managed, with some choices made for deliberate effect. Content is engaging and has adaptation of a wide variety of vocabulary language to describe, narrate and argue. 		10–12			Narrative Narratives have effective detail creating character or setting and may contain some sense of climax.	Descriptive Descriptions have interesting images and a range of detail, helping to create interesting atmospheres.	Discursive Discussion is clearly presented and balanced, showing very good awareness of both sides of the issue.		30
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Question	Answer			Marks				
3,4,5	Level	Content and Structure		Marks				
	Level 3	General						
	<ul style="list-style-type: none"> Structure is competently managed. Content is relevant and has some adaptation of a variety of language to describe, narrate and argue. <table border="1"> <thead> <tr> <th>Narrative</th> <th>Descriptive</th> <th>Discursive</th> </tr> </thead> <tbody> <tr> <td>Narratives are straightforward with proper sequencing of sentences.</td> <td>Descriptions have satisfactory images, ideas and details which help to create atmosphere.</td> <td>Discussion is coherent and sometimes relevant, showing good awareness of both sides of the issue.</td> </tr> </tbody> </table>		Narrative	Descriptive	Discursive	Narratives are straightforward with proper sequencing of sentences.	Descriptions have satisfactory images, ideas and details which help to create atmosphere.	Discussion is coherent and sometimes relevant, showing good awareness of both sides of the issue.
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Level 2	General <ul style="list-style-type: none"> Structure is mostly organised but may not always be effective. Content is straightforward with relevant information and uses suitable vocabulary to describe, narrate and argue. <table border="1"> <thead> <tr> <th>Narrative</th> <th>Descriptive</th> <th>Discursive</th> </tr> </thead> <tbody> <tr> <td>Narratives are largely a series of events with only occasional details of character and setting.</td> <td>Descriptions have some detail but may rely too much on narrative.</td> <td>Discussion is generally sound but sometimes repetitive, showing some awareness of both sides of the issue.</td> </tr> </tbody> </table>	Narrative	Descriptive	Discursive	Narratives are largely a series of events with only occasional details of character and setting.	Descriptions have some detail but may rely too much on narrative.	Discussion is generally sound but sometimes repetitive, showing some awareness of both sides of the issue.	4–6
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Question	Answer			Marks				
3,4,5	Level	Content and Structure		Marks				
	Level 1	General						
	<ul style="list-style-type: none"> Structure is limited or partially organised, and ineffective. Content is simple and ideas and events may be limited to describe, narrate and argue. <table border="1"> <thead> <tr> <th>Narrative</th> <th>Descriptive</th> <th>Discursive</th> </tr> </thead> <tbody> <tr> <td>Narratives are simple and lack characterisation, scene setting and coherence.</td> <td>Descriptions have some limited relevant events but lack scope or variety.</td> <td>Discussion is generally unclear, there is little or no acknowledgement of the opposing view of the issue.</td> </tr> </tbody> </table>		Narrative	Descriptive	Discursive	Narratives are simple and lack characterisation, scene setting and coherence.	Descriptions have some limited relevant events but lack scope or variety.	Discussion is generally unclear, there is little or no acknowledgement of the opposing view of the issue.
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