
ARABIC

0544/42

Paper 4 Writing

May/June 2017

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 will not enter into discussions about these mark schemes.

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

SECTION 1

Question	Answer	Marks
1	<p>(i) Candidates are required to list 8 items in Arabic. Read all the items the candidate has listed and award marks as follows:</p> <p>(ii) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.</p> <p>(iii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iv) If the candidate offers more than one word per line, award a mark for each acceptable item.</p> <p>(v) The pictures provided on the question paper are only suggestions. Accept any item the candidate could find as specified in the rubric.</p>	5
	<p>(vi) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore definite / indefinite article, possessive adjective.</p> <p>(vii) Questionable spellings:</p> <p>(viii) 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. 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer? Look-alike test: does what the candidate has written look like the correct answer e.g. one letter missing but no other word created. 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). Where letters are transposed, the word is likely to communicate (unless another word has been created).</p> <p>(ix) 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>(x) Reject misspelt words which suggest a word with a quite different meaning, for example, poison for poisson.</p> <p>(xi) Where nouns are usually plural, accept singular and vice versa.</p>	

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	<p>Specific instructions for Question 1: ماذا يمكنك أن ترى في جدول الحصص؟</p> <p><u>The following are examples. Accept any item the candidate could find on a school schedule.</u></p> <table border="1" data-bbox="826 352 1447 807"> <tbody> <tr><td>الرياضيات / الحساب</td></tr> <tr><td>العلوم</td></tr> <tr><td>الرياضة</td></tr> <tr><td>الجغرافيا</td></tr> <tr><td>الموسيقى</td></tr> <tr><td>الرسم</td></tr> <tr><td>التربية الدينية</td></tr> <tr><td>الحاسوب/ تقنية المعلومات</td></tr> <tr><td>الطبخ</td></tr> </tbody> </table>	الرياضيات / الحساب	العلوم	الرياضة	الجغرافيا	الموسيقى	الرسم	التربية الدينية	الحاسوب/ تقنية المعلومات	الطبخ	5
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Question	Answer	Marks
2	<p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <p>Communication: award a mark out of 10 according to the instructions in 2.1 Language: award a mark out of 5 according to the instructions in 2.2.</p>	15
	<p><u>2.1: award a mark out of 10 for Communication</u></p> <p><i>Generic mark scheme for Communication (Question 2)</i> <i>1 mark per item communicated (covering the tasks) up to a maximum of 10</i></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 bullet points must be covered to get the 10 communication marks: <u>If 1 of the tasks</u> is missing, the maximum communication mark is 9. <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>	

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2	<p>Specific instructions for Communication marks (Question 2):</p> <p>أنت تذهب إلى مطعم في المدينة. اكتب مقالاً (80–90 كلمة) عن طعامك المفضل مستعيناً بالنقاط التالية:</p> <table border="1" data-bbox="344 363 1928 1007"> <thead> <tr> <th data-bbox="344 363 456 416">Tick</th> <th data-bbox="456 363 1928 416">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 416 456 619">1</td> <td data-bbox="456 416 1928 619"> <p>ما هي الأكلات التي تفضلها، ولماذا؟</p> <p>REWARD: Any foods + Any reason for food preference given or any ingredients mentioned or described, flavour, taste, colour etc. ACCEPT: personal, commercial reasons</p> </td> </tr> <tr> <td data-bbox="344 619 456 703">2</td> <td data-bbox="456 619 1928 703"> <p>مع من تأكل هذا الطعام؟</p> <p>REWARD: Any person mentioned and any country of origin given.</p> </td> </tr> <tr> <td data-bbox="344 703 456 852">3</td> <td data-bbox="456 703 1928 852"> <p>متى تذهب إلى المطعم عادةً ، ولماذا؟</p> <p>REWARD: Any time period given (day, hour, occasion etc.) Any reasonable justification: Eg: Meet friends, celebrate birthday, like the food</p> </td> </tr> <tr> <td data-bbox="344 852 456 1007">4</td> <td data-bbox="456 852 1928 1007"> <p>كيف ستتعلم طبخ أكلات أخرى في المستقبل؟</p> <p>Insist on FUTURE tense REWARD: Through the Internet (youtube), from my mother, enrolling in a cooking class, buying cooking books ACCEPT: Any sensible reason</p> </td> </tr> </tbody> </table>	Tick	Accept	1	<p>ما هي الأكلات التي تفضلها، ولماذا؟</p> <p>REWARD: Any foods + Any reason for food preference given or any ingredients mentioned or described, flavour, taste, colour etc. ACCEPT: personal, commercial reasons</p>	2	<p>مع من تأكل هذا الطعام؟</p> <p>REWARD: Any person mentioned and any country of origin given.</p>	3	<p>متى تذهب إلى المطعم عادةً ، ولماذا؟</p> <p>REWARD: Any time period given (day, hour, occasion etc.) Any reasonable justification: Eg: Meet friends, celebrate birthday, like the food</p>	4	<p>كيف ستتعلم طبخ أكلات أخرى في المستقبل؟</p> <p>Insist on FUTURE tense REWARD: Through the Internet (youtube), from my mother, enrolling in a cooking class, buying cooking books ACCEPT: Any sensible reason</p>	
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2	<p><u>2.2: award a mark out of 5 for Language</u></p> <p><i>Generic mark scheme for Language (Question 2):</i></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>Grade descriptors for Language (Question 2)</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. The style of writing is basic, but reasonably coherent. Confident use of a varied range of verbs, generally successful. The majority of the response is accurate.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. 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. Little awareness of verb usage (e.g. verbs that are incorrectly used: verb-subject agreement). 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. 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;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p>	5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Confident use of a varied range of verbs, generally successful. The majority of the response is accurate.	4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. verbs that are incorrectly used: verb-subject agreement). 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. 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.	
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PUBLISHED**SECTION 2**

Question	Answer	Marks						
3	<p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:</p> <p>Communication: award a <u>mark out of 10</u> according to the instructions in 3.1 Language: award a <u>mark out of 8 for Verbs</u> according to the instructions in 3.2 award a <u>mark out of 12 for Other linguistic features</u> according to the instructions in 3.3.</p>	30						
	<p><u>3.1 – award a mark out of 10 for Communication</u></p> <p><i>Generic mark scheme for Communication (Question 3):</i></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"> – If the reaction carries same meaning, consider it one reaction, e.g. سعيد ومسرور is considered one reaction. – If it carries two different meaning consider it two reactions even if it was listed. e.g. سعيد ومتعب could be considered two reactions. 							
	(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="378 1059 1935 1217"> <tbody> <tr> <td data-bbox="383 1062 517 1114">2 ticks</td> <td data-bbox="517 1062 1930 1114">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="383 1114 517 1165">1 tick</td> <td data-bbox="517 1114 1930 1165">Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="383 1165 517 1216">0 ticks</td> <td data-bbox="517 1165 1930 1216">Nothing of worth communicated.</td> </tr> </tbody> </table>	2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	1 tick	Communication of some meaning is achieved but the message may be ambiguous or incomplete.	0 ticks	Nothing of worth communicated.	
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	<p>(iii) Add up the ticks to give a mark out of 10 for Communication. Where communication of the task is not achieved, do not annotate script.</p> <p>For each task identified in the mark scheme, reward the best attempt, but only reward a single attempt.</p>							

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3	<p data-bbox="320 215 1010 247">Guidance on awarding marks for Communication</p> <p data-bbox="320 284 835 331">Example 1: كيف تقضي أيام العطلة عادة؟</p> <table border="1" data-bbox="403 331 1872 624"> <thead> <tr> <th data-bbox="403 331 1005 416">Candidate's response</th> <th data-bbox="1005 331 1270 416">Ticks for Communication</th> <th data-bbox="1270 331 1872 416">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 416 1005 472">نعم قضيت العطلة.</td> <td data-bbox="1005 416 1270 472">0</td> <td data-bbox="1270 416 1872 472">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="403 472 1005 571">أنا تعمل في مكتب أبي.</td> <td data-bbox="1005 472 1270 571">1</td> <td data-bbox="1270 472 1872 571">Some meaning conveyed – use of تعمل makes message ambiguous.</td> </tr> <tr> <td data-bbox="403 571 1005 624">أعمل في مكتب أبي.</td> <td data-bbox="1005 571 1270 624">2</td> <td data-bbox="1270 571 1872 624">Message clearly communicated.</td> </tr> </tbody> </table> <p data-bbox="320 651 728 691">Example 2: أين تذهب للتسوق ومع من؟</p> <table border="1" data-bbox="403 719 1872 999"> <thead> <tr> <th data-bbox="403 719 1005 804">Candidate's response</th> <th data-bbox="1005 719 1270 804">Ticks for Communication</th> <th data-bbox="1270 719 1872 804">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 804 1005 860">مع من ذهبت للتسوق.</td> <td data-bbox="1005 804 1270 860">0</td> <td data-bbox="1270 804 1872 860">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="403 860 1005 943">أذهب للتسوق في المدينة.</td> <td data-bbox="1005 860 1270 943">1</td> <td data-bbox="1270 860 1872 943">Some meaning is conveyed but the task is incomplete.</td> </tr> <tr> <td data-bbox="403 943 1005 999">أذهب للتسوق مع صديقي في المدينة.</td> <td data-bbox="1005 943 1270 999">2</td> <td data-bbox="1270 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 تعمل 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.	
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3	<p>Example 3: ما برنامج الاحتفال؟</p> <table border="1" data-bbox="403 284 1872 584"> <thead> <tr> <th data-bbox="403 284 1005 368">Candidate's response</th> <th data-bbox="1005 284 1270 368">Ticks for Communication</th> <th data-bbox="1270 284 1872 368">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 368 1005 432">حفل غنائي. حفل موسيقي/تعارف أسري</td> <td data-bbox="1005 368 1270 432">0</td> <td data-bbox="1270 368 1872 432">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="403 432 1005 517">حفل غنائي ثم مسرحي/للتعارف الاسري</td> <td data-bbox="1005 432 1270 517">1</td> <td data-bbox="1270 432 1872 517">Some meaning is conveyed but the message is incomplete.</td> </tr> <tr> <td data-bbox="403 517 1005 584">حفل غنائي ثم مسرحي مع اناشيد.</td> <td data-bbox="1005 517 1270 584">2</td> <td data-bbox="1270 517 1872 584">Message clearly communicated.</td> </tr> </tbody> </table> <p>Session specific instructions for Communication marks (Question 3):</p> <p>3 steps to award Communication marks:</p> <ol style="list-style-type: none"> 1) Check against Communication task (table) Has the task been attempted? (no attempt → no Comm. tick) 2) Find the best attempt at the task 3) In that task, is the message clear (2 ticks) or unclear (1 tick) or absent (0 ticks)? (see example table above) <p>Place up to 2 'numbered' ticks as close as possible to each relevant communication point:</p> <table border="1" data-bbox="344 919 1928 1070"> <tbody> <tr> <td data-bbox="344 919 499 970">2 ticks</td> <td data-bbox="499 919 1928 970">Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="344 970 499 1021">1 tick</td> <td data-bbox="499 970 1928 1021">Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="344 1021 499 1070">0 ticks</td> <td data-bbox="499 1021 1928 1070">Nothing of worth 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.	2 ticks	Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.	1 tick	Communication of some meaning is achieved but the message may be ambiguous or incomplete.	0 ticks	Nothing of worth communicated.	
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3(a)	<p>Question 3(a): School uniform</p> <p>قَرَرَتْ إدارة مدرستك أن يلبس الطلاب زيّاً مدرسياً من جديد مع بداية العام القادم. اكتب خطاباً إلى مدير المدرسة موضحاً فيه :</p>																			
	<table border="1"> <thead> <tr> <th>Tick</th> <th>Accept</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>لماذا قَرَرَتْ المدرسة أن تأخذ هذا القرار؟</p> <p>Insist on past tense. REWARD: Any sensible reason consider the task complete e.g. Identifiable, to ensure cleanliness, equality, discipline. Students could give historical context about the school uniform.</p> </td> <td>2</td> </tr> <tr> <td>2</td> <td> <p>سبب رفضك أو قبولك لهذا القرار.</p> <p>REWARD: Any sensible reason. consider the task complete e.g. Uncomfortable, expensive, not suitable for the weather, not fashionable, wasn't successful in the past</p> </td> <td>2</td> </tr> <tr> <td>3</td> <td> <p>شكل الزي المدرسي القديم.</p> <p>Insist on past tense. REWARD: Any sensible description for both top and bottom e.g. white shirt, black trousers, blue skirt, jelabeyya, and tie etc.</p> </td> <td>2</td> </tr> <tr> <td>4</td> <td> <p>رأي الأسرة في هذا القرار. (توقع شيء من التوضيح لرأي الاسرة)</p> <p>Insist on opinion REWARD: Any sensible point with elaborate explanation REJECT : If exact same idea as another bullet point.(without elaboration)</p> </td> <td>2</td> </tr> <tr> <td>5</td> <td> <p>ماذا سيفعل الطلاب لتغيير رأي إدارة المدرسة؟</p> <p>Insist on Future tense. REWARD: Any sensible response. e.g. Call for a meeting, suggest an alternative code of dressing, do a survey. Make representation</p> </td> <td>2</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	<p>لماذا قَرَرَتْ المدرسة أن تأخذ هذا القرار؟</p> <p>Insist on past tense. REWARD: Any sensible reason consider the task complete e.g. Identifiable, to ensure cleanliness, equality, discipline. Students could give historical context about the school uniform.</p>	2	2	<p>سبب رفضك أو قبولك لهذا القرار.</p> <p>REWARD: Any sensible reason. consider the task complete e.g. Uncomfortable, expensive, not suitable for the weather, not fashionable, wasn't successful in the past</p>	2	3	<p>شكل الزي المدرسي القديم.</p> <p>Insist on past tense. REWARD: Any sensible description for both top and bottom e.g. white shirt, black trousers, blue skirt, jelabeyya, and tie etc.</p>	2	4	<p>رأي الأسرة في هذا القرار. (توقع شيء من التوضيح لرأي الاسرة)</p> <p>Insist on opinion REWARD: Any sensible point with elaborate explanation REJECT : If exact same idea as another bullet point.(without elaboration)</p>	2	5	<p>ماذا سيفعل الطلاب لتغيير رأي إدارة المدرسة؟</p> <p>Insist on Future tense. REWARD: Any sensible response. e.g. Call for a meeting, suggest an alternative code of dressing, do a survey. Make representation</p>	2	
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3	<p>شكل الزي المدرسي القديم.</p> <p>Insist on past tense. REWARD: Any sensible description for both top and bottom e.g. white shirt, black trousers, blue skirt, jelabeyya, and tie etc.</p>	2																		
4	<p>رأي الأسرة في هذا القرار. (توقع شيء من التوضيح لرأي الاسرة)</p> <p>Insist on opinion REWARD: Any sensible point with elaborate explanation REJECT : If exact same idea as another bullet point.(without elaboration)</p>	2																		
5	<p>ماذا سيفعل الطلاب لتغيير رأي إدارة المدرسة؟</p> <p>Insist on Future tense. REWARD: Any sensible response. e.g. Call for a meeting, suggest an alternative code of dressing, do a survey. Make representation</p>	2																		

Question	Answer	Marks																		
3(b)	<p>Question 3(b): Historical artefacts and sites. المعالم السياحية</p> <p>اشتركت في جمعية للحفاظ على المعالم السياحية الموجودة في بلدك. اكتب مقالاً لجريدة المدرسة مستعيناً بالنقاط التالية:</p>																			
	<table border="1"> <thead> <tr> <th data-bbox="344 416 456 464">Tick</th> <th data-bbox="456 416 1816 464">Accept</th> <th data-bbox="1816 416 1928 464">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 464 456 600">1</td> <td data-bbox="456 464 1816 600"> <p>أشهر المعالم السياحية في بلدك.</p> <p>REWARD: Any historical sites. e.g. Pyramids, castles, palaces, mosques, churches.</p> </td> <td data-bbox="1816 464 1928 600">2</td> </tr> <tr> <td data-bbox="344 600 456 735">2</td> <td data-bbox="456 600 1816 735"> <p>أهمية الحفاظ على هذه المعالم.</p> <p>REWARD: Any reasonable point. e.g. Encourage tourism and improve the economy, preserve heritage/identity/traditions/culture</p> </td> <td data-bbox="1816 600 1928 735">2</td> </tr> <tr> <td data-bbox="344 735 456 903">3</td> <td data-bbox="456 735 1816 903"> <p>متى بدأت هذه الجمعية؟</p> <p>Insist on past tense. REWARD: Any time period e.g. It started ten years ago.</p> </td> <td data-bbox="1816 735 1928 903">2</td> </tr> <tr> <td data-bbox="344 903 456 1054">4</td> <td data-bbox="456 903 1816 1054"> <p>الأنشطة التي قامت بها الجمعية للحفاظ على هذه المعالم في الماضي.</p> <p>Insist on past tense. REWARD: Any sensible activity. e.g. Magazine, trips, voluntary work with other organisations, social media, fundraising, restoration.</p> </td> <td data-bbox="1816 903 1928 1054">2</td> </tr> <tr> <td data-bbox="344 1054 456 1286">5</td> <td data-bbox="456 1054 1816 1286"> <p>كيف ستشجع الطلاب على المشاركة في هذه الجمعية؟</p> <p>Insist on future tense REWARD: Any sensible suggestion. e.g. Start a blog, start a weekly newsletter, organise trips, talk to them, cheaper tickets to the sites Reject: Start a club (because they are already in a society) or any justification used in a previous question.</p> </td> <td data-bbox="1816 1054 1928 1286">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	<p>أشهر المعالم السياحية في بلدك.</p> <p>REWARD: Any historical sites. e.g. Pyramids, castles, palaces, mosques, churches.</p>	2	2	<p>أهمية الحفاظ على هذه المعالم.</p> <p>REWARD: Any reasonable point. e.g. Encourage tourism and improve the economy, preserve heritage/identity/traditions/culture</p>	2	3	<p>متى بدأت هذه الجمعية؟</p> <p>Insist on past tense. REWARD: Any time period e.g. It started ten years ago.</p>	2	4	<p>الأنشطة التي قامت بها الجمعية للحفاظ على هذه المعالم في الماضي.</p> <p>Insist on past tense. REWARD: Any sensible activity. e.g. Magazine, trips, voluntary work with other organisations, social media, fundraising, restoration.</p>	2	5	<p>كيف ستشجع الطلاب على المشاركة في هذه الجمعية؟</p> <p>Insist on future tense REWARD: Any sensible suggestion. e.g. Start a blog, start a weekly newsletter, organise trips, talk to them, cheaper tickets to the sites Reject: Start a club (because they are already in a society) or any justification used in a previous question.</p>	2	
Tick	Accept	Mark																		
1	<p>أشهر المعالم السياحية في بلدك.</p> <p>REWARD: Any historical sites. e.g. Pyramids, castles, palaces, mosques, churches.</p>	2																		
2	<p>أهمية الحفاظ على هذه المعالم.</p> <p>REWARD: Any reasonable point. e.g. Encourage tourism and improve the economy, preserve heritage/identity/traditions/culture</p>	2																		
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Question	Answer	Marks															
3(c)	<p>Question 3(c): Supporting the needy/poor.</p> <p>كنتُ في طريقي إلى النادي في العطلة الماضية، ورأيتُ أسرة فقيرة... أكمل هذه القصة مستعيناً بالنقاط الآتية:</p>																
	<table border="1"> <thead> <tr> <th data-bbox="344 416 456 464">Tick</th> <th data-bbox="456 416 1816 464">Accept</th> <th data-bbox="1816 416 1928 464">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 464 456 667">1</td> <td data-bbox="456 464 1816 667"> <p>شعورك عندما رأيتَ هذه الأسرة.</p> <p>Insist on PAST TENSE and feeling. REWARD: Any sensible feeling consider the task complete e.g. I felt responsible, sad, sorry for them, encouraged/empowered to help. Accept: opposite sentiment (I didn't care)</p> </td> <td data-bbox="1816 464 1928 667">2</td> </tr> <tr> <td data-bbox="344 667 456 869">2</td> <td data-bbox="456 667 1816 869"> <p>ماذا فعلتَ بعد ذلك؟</p> <p>Insist on PAST TENSE. REWARD: Any sensible action. Any one action consider the task complete e.g. Called for help, gave them food/money/shelter/healthcare, contacted society's committees</p> </td> <td data-bbox="1816 667 1928 869">2</td> </tr> <tr> <td data-bbox="344 869 456 1023">3</td> <td data-bbox="456 869 1816 1023"> <p>ما رأيكُ في ما يفعله الناس لمساعدة الفقراء؟</p> <p>Insist on opinion. REWARD: Any sensible opinion. e.g. Society is not doing enough/they are ignoring the problem. Society is doing enough.</p> </td> <td data-bbox="1816 869 1928 1023">2</td> </tr> <tr> <td data-bbox="344 1023 456 1302">4</td> <td data-bbox="456 1023 1816 1302"> <p>كيف سيكون مستقبل هذه الأسرة، ولماذا؟</p> <p>Insist on future tense REWARD: Any future scenario with options and details. e.g. educated and become successful doctor, make money and help others e.g. Positive: use the money to improve their status/buy sewing machine, get a job, children go to school, help other families. Negative: stay poor and struggle, fall sick, leave town.</p> </td> <td data-bbox="1816 1023 1928 1302">2+2</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	<p>شعورك عندما رأيتَ هذه الأسرة.</p> <p>Insist on PAST TENSE and feeling. REWARD: Any sensible feeling consider the task complete e.g. I felt responsible, sad, sorry for them, encouraged/empowered to help. Accept: opposite sentiment (I didn't care)</p>	2	2	<p>ماذا فعلتَ بعد ذلك؟</p> <p>Insist on PAST TENSE. REWARD: Any sensible action. Any one action consider the task complete e.g. Called for help, gave them food/money/shelter/healthcare, contacted society's committees</p>	2	3	<p>ما رأيكُ في ما يفعله الناس لمساعدة الفقراء؟</p> <p>Insist on opinion. REWARD: Any sensible opinion. e.g. Society is not doing enough/they are ignoring the problem. Society is doing enough.</p>	2	4	<p>كيف سيكون مستقبل هذه الأسرة، ولماذا؟</p> <p>Insist on future tense REWARD: Any future scenario with options and details. e.g. educated and become successful doctor, make money and help others e.g. Positive: use the money to improve their status/buy sewing machine, get a job, children go to school, help other families. Negative: stay poor and struggle, fall sick, leave town.</p>	2+2	
Tick	Accept	Mark															
1	<p>شعورك عندما رأيتَ هذه الأسرة.</p> <p>Insist on PAST TENSE and feeling. REWARD: Any sensible feeling consider the task complete e.g. I felt responsible, sad, sorry for them, encouraged/empowered to help. Accept: opposite sentiment (I didn't care)</p>	2															
2	<p>ماذا فعلتَ بعد ذلك؟</p> <p>Insist on PAST TENSE. REWARD: Any sensible action. Any one action consider the task complete e.g. Called for help, gave them food/money/shelter/healthcare, contacted society's committees</p>	2															
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Question	Answer	Marks																				
	<p><u>3.2 – award a mark out of 8 for Accurate use of verbs</u></p> <p><i>Generic mark scheme for accurate use of verbs (Question 3):</i></p> <p>(i) Place a tick above the first occurrence of each correct verb up to a maximum of <u>18 ticks</u> (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;">Conversion table for Accurate use of verbs (Question 3)</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>How to award ticks for Accurate use of verbs (Question 3):</p> <p>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 Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the ‘subject’ Minor spelling errors in the subject will be tolerated Tolerate inaccuracies in the writing of <i>hamza</i> (ء) 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>. Verb must be in the <u>appropriate tense</u> to score a tick (see session-specific tables on tenses)</p> <table border="1" data-bbox="344 600 1928 895"> <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="344 651 875 715"> <p>(✓) يلعبُ، تلعبُ (✓)، ألعبُ (✓)</p> </td> <td data-bbox="875 651 1400 715"></td> <td data-bbox="1400 651 1928 715"></td> </tr> <tr> <td data-bbox="344 715 875 778"> <p>لعبتُ (✓1) لعبتَ (✓1) لعبَ (✓)</p> </td> <td data-bbox="875 715 1400 778"></td> <td data-bbox="1400 715 1928 778"></td> </tr> <tr> <td data-bbox="344 778 875 895"> <p>سوف أسافر (✓1)، سأكتب (✓1)، قد أرحل (✓)</p> </td> <td data-bbox="875 778 1400 895"></td> <td data-bbox="1400 778 1928 895"></td> </tr> </tbody> </table>	Tick	No tick	Note	<p>(✓) يلعبُ، تلعبُ (✓)، ألعبُ (✓)</p>			<p>لعبتُ (✓1) لعبتَ (✓1) لعبَ (✓)</p>			<p>سوف أسافر (✓1)، سأكتب (✓1)، قد أرحل (✓)</p>			
Tick	No tick	Note												
<p>(✓) يلعبُ، تلعبُ (✓)، ألعبُ (✓)</p>														
<p>لعبتُ (✓1) لعبتَ (✓1) لعبَ (✓)</p>														
<p>سوف أسافر (✓1)، سأكتب (✓1)، قد أرحل (✓)</p>														

Question	Answer		Marks									
	Singular verb used correctly with the following plural noun subject											
	<table border="1"> <thead> <tr> <th data-bbox="344 263 875 316">Tick</th> <th data-bbox="875 263 1400 316">No tick</th> <th data-bbox="1400 263 1928 316">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 316 875 379">يلعب (✓) الأولاد</td> <td data-bbox="875 316 1400 379">يلعبوا (no tick) الأولاد</td> <td data-bbox="1400 316 1928 379"></td> </tr> <tr> <td data-bbox="344 379 875 448">يأكل (✓) الأولاد ويلعبوا (✓)</td> <td data-bbox="875 379 1400 448"></td> <td data-bbox="1400 379 1928 448"></td> </tr> </tbody> </table>	Tick	No tick	Note	يلعب (✓) الأولاد	يلعبوا (no tick) الأولاد		يأكل (✓) الأولاد ويلعبوا (✓)				
Tick	No tick	Note										
يلعب (✓) الأولاد	يلعبوا (no tick) الأولاد											
يأكل (✓) الأولاد ويلعبوا (✓)												
	Feminine singular verb with non-human plural											
	<table border="1"> <thead> <tr> <th data-bbox="344 582 875 635">Tick</th> <th data-bbox="875 582 1400 635">No tick</th> <th data-bbox="1400 582 1928 635">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 635 875 662">سبحت (✓) الأسماك</td> <td data-bbox="875 635 1400 662">سبحوا (no tick) الأسماك</td> <td data-bbox="1400 635 1928 662"></td> </tr> </tbody> </table>	Tick	No tick	Note	سبحت (✓) الأسماك	سبحوا (no tick) الأسماك						
Tick	No tick	Note										
سبحت (✓) الأسماك	سبحوا (no tick) الأسماك											
	Compound verbal expression											
	<table border="1"> <thead> <tr> <th data-bbox="344 853 875 906">Tick</th> <th data-bbox="875 853 1400 906">No tick</th> <th data-bbox="1400 853 1928 906">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 906 875 949">كان يشرب (✓)(✓)</td> <td data-bbox="875 906 1400 949"></td> <td data-bbox="1400 906 1928 949"></td> </tr> </tbody> </table>	Tick	No tick	Note	كان يشرب (✓)(✓)							
Tick	No tick	Note										
كان يشرب (✓)(✓)												
	With negative											
	<table border="1"> <thead> <tr> <th data-bbox="344 1093 875 1145">Tick</th> <th data-bbox="875 1093 1400 1145">No tick</th> <th data-bbox="1400 1093 1928 1145">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 1145 875 1204">لم يكتب (✓) الوظيفة</td> <td data-bbox="875 1145 1400 1204">يكتب لم (no tick) الوظيفة</td> <td data-bbox="1400 1145 1928 1204"></td> </tr> </tbody> </table>	Tick	No tick	Note	لم يكتب (✓) الوظيفة	يكتب لم (no tick) الوظيفة						
Tick	No tick	Note										
لم يكتب (✓) الوظيفة	يكتب لم (no tick) الوظيفة											
	Verb with appropriate possessive pronoun suffix											
	<table border="1"> <thead> <tr> <th data-bbox="344 1364 875 1417">Tick</th> <th data-bbox="875 1364 1400 1417">No tick</th> <th data-bbox="1400 1364 1928 1417">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 1417 875 1460">أكلها (✓) / قرأه (✓)</td> <td data-bbox="875 1417 1400 1460"></td> <td data-bbox="1400 1417 1928 1460"></td> </tr> </tbody> </table>	Tick	No tick	Note	أكلها (✓) / قرأه (✓)							
Tick	No tick	Note										
أكلها (✓) / قرأه (✓)												
	Correct verb within meaningless statement											
	<table border="1"> <thead> <tr> <th data-bbox="344 1524 875 1576">Tick</th> <th data-bbox="875 1524 1400 1576">No tick</th> <th data-bbox="1400 1524 1928 1576">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 1576 875 1596">أكل (✓) الولد التفاحة</td> <td data-bbox="875 1576 1400 1596">أكل (no tick) الولد البيت</td> <td data-bbox="1400 1576 1928 1596">do not reward correct verb in a meaningless statement</td> </tr> </tbody> </table>	Tick	No tick	Note	أكل (✓) الولد التفاحة	أكل (no tick) الولد البيت	do not reward correct verb in a meaningless statement					
Tick	No tick	Note										
أكل (✓) الولد التفاحة	أكل (no tick) الولد البيت	do not reward correct verb in a meaningless statement										

Question	Answer	Marks									
	<p>(a) Imperative</p> <table border="1" data-bbox="607 284 1664 392"> <thead> <tr> <th data-bbox="607 284 1137 331">Tick</th> <th data-bbox="1137 284 1664 331">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="607 331 1137 392">تعال (✓)، لا تلمس (✓)</td> <td data-bbox="1137 331 1664 392"></td> </tr> </tbody> </table>	Tick	Note	تعال (✓)، لا تلمس (✓)							
Tick	Note										
تعال (✓)، لا تلمس (✓)											
	<p>(b) Infinitive</p> <table border="1" data-bbox="344 491 1928 675"> <thead> <tr> <th data-bbox="344 491 875 544">Tick</th> <th data-bbox="875 491 1402 544">No tick</th> <th data-bbox="1402 491 1928 544">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 544 875 608">أريد (✓) أن أذهب (✓)</td> <td data-bbox="875 544 1402 608"></td> <td data-bbox="1402 544 1928 608"></td> </tr> <tr> <td data-bbox="344 608 875 675">أريد (✓) أن تذهب (no tick)</td> <td data-bbox="875 608 1402 675"></td> <td data-bbox="1402 608 1928 675"></td> </tr> </tbody> </table>	Tick	No tick	Note	أريد (✓) أن أذهب (✓)			أريد (✓) أن تذهب (no tick)			
Tick	No tick	Note									
أريد (✓) أن أذهب (✓)											
أريد (✓) أن تذهب (no tick)											
	<p>(c) Reward only the first occurrence of a verb <u>if verb appears to be in the same form with the same subject</u>, e.g.</p> <p>أحب (✓) السَّباحة. وأحب (no tick) التنس أيضاً. أحب (✓) السَّباحة. لا أحب (no tick) التنس. أحب (✓) السَّباحة. وأخي يحب (✓) التنس أيضاً.</p>										

Question	Answer	Marks														
	<p>3.3 – award a mark out of 12 for Other linguistic features</p> <p>Generic mark scheme for Other linguistic features (Question 3):</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;">Grade descriptors for Other linguistic features (Question 3)</p> <table border="1" data-bbox="344 517 1928 1278"> <tbody> <tr> <td data-bbox="344 517 495 639">11–12</td> <td data-bbox="495 517 1928 639">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="344 639 495 762">9–10</td> <td data-bbox="495 639 1928 762">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="344 762 495 885">7–8</td> <td data-bbox="495 762 1928 885">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="344 885 495 1008">5–6</td> <td data-bbox="495 885 1928 1008">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 1008 495 1131">3–4</td> <td data-bbox="495 1008 1928 1131">Reliant on basic structures. Some examples of correct language. Meaning usually conveyed. Basic vocabulary.</td> </tr> <tr> <td data-bbox="344 1131 495 1225">1–2</td> <td data-bbox="495 1131 1928 1225">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="344 1225 495 1278">0</td> <td data-bbox="495 1225 1928 1278">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table>	11–12	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.	9–10	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.	7–8	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.	5–6	Attempts more than basic structures. On balance the work is more accurate than inaccurate. Straightforward vocabulary relevant to the task.	3–4	Reliant on basic structures. Some examples of correct language. Meaning usually conveyed. Basic vocabulary.	1–2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	0	One or two disjointed words or short phrases may be recognisable.	
11–12	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.															
9–10	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.															
7–8	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.															
5–6	Attempts more than basic structures. On balance the work is more accurate than inaccurate. Straightforward vocabulary relevant to the task.															
3–4	Reliant on basic structures. Some examples of correct language. Meaning usually conveyed. Basic vocabulary.															
1–2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.															
0	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 Pronouns other than subject pronouns, e.g. object pronouns (قال لي / قال له) and demonstrative pronouns (هذا / هذه) Negatives Interrogatives Use of correct <i>iDaafa</i> construction Linking of nouns with ل in quasi-possessive construction Case endings for dual (ان / ين) Case endings for sound masculine plural (ون / ين) Use of broken plural Use of accusative <i>alif</i> (أ) A variety of prepositions and adverbs (except جداً) Expressions of quantity time and numbers Linking words (على كل حال، لسوء الحظ، etc) and conjunctions other than و Subordinate clauses, including لأن التي، الذي، (relative pronouns). Indirect or reported speech (قال ذلك، أظن ذلك). Time clauses with عندما، بينما، etc. and إذا Appropriate writing style (e.g. letter, article, narrative/descriptive) Inaccuracies in the writing of hamza (ء) are ignored. 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;">Total for Communication: 10 marks Total for Verbs: 8 marks Total for Other linguistic features: 12 marks Total for Question 3: 30 marks</p>	