



ARABIC

0544/42

Paper 4 Writing

May/June 2019

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **24** 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 descriptors 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.

1 General Marking Principles

1.1 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the **final** attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

1.2 For **Questions 2 and 3**, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

- (i) there is an indication from the candidate that other material should be considered
- (ii) the candidate has continued their answer outside the space provided
- (iii) there is no answer in the space provided

1.3 Annotation used in the Mark Scheme and/or Marking:

- (a) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 No response and '0' marks

Award NR (No Response):

If there is nothing written at all in the answer space or

If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or

If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.5 **Optional questions:** you must mark all questions attempted by the candidate. Where a question has not been attempted then a NR must be entered. (For **Question 3** only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in **Question 3**, scoris will automatically only aggregate the candidate's best result.

Detailed mark scheme**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>Select the most correct items up to a maximum of 5 Award 1 mark for each correct item up to a maximum of 5</p> <p>Note: the pictures provided on the question paper are only suggestions. Accept any place in the city.</p>	

Question	Answer	Marks																				
1	<p>Generic mark scheme for Question 1</p> <p><u>Answers should be marked for communication. Tolerate inaccuracies provided the message is clear:</u></p> <p>(a) ‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer? (b) Look-alike test: does what the candidate has written look like the correct answer? (c) Ignore any article.</p> <p>Session specific instructions for Question 1: Where do you go in the city?</p> <p>أنت الآن في وسط المدينة. أين يمكنك أن تذهب في وسط المدينة؟ اكتب قائمة بـ 8 أماكن باللغة العربية.</p> <p><u>The following are examples. Accept any place the candidate could go in the city.</u></p> <table border="1" data-bbox="456 719 1816 1437"> <thead> <tr> <th data-bbox="456 719 844 778">REJECT</th> <th data-bbox="844 719 1816 778">ACCEPT</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 778 844 852"></td> <td data-bbox="844 778 1816 852">مسبح</td> </tr> <tr> <td data-bbox="456 852 844 925"></td> <td data-bbox="844 852 1816 925">سوق</td> </tr> <tr> <td data-bbox="456 925 844 999"></td> <td data-bbox="844 925 1816 999">ملعب كرة القدم</td> </tr> <tr> <td data-bbox="456 999 844 1072"></td> <td data-bbox="844 999 1816 1072">مكتبة</td> </tr> <tr> <td data-bbox="456 1072 844 1145"></td> <td data-bbox="844 1072 1816 1145">سينما</td> </tr> <tr> <td data-bbox="456 1145 844 1219"></td> <td data-bbox="844 1145 1816 1219">مطعم</td> </tr> <tr> <td data-bbox="456 1219 844 1292"></td> <td data-bbox="844 1219 1816 1292">جامعة</td> </tr> <tr> <td data-bbox="456 1292 844 1366"></td> <td data-bbox="844 1292 1816 1366">موقف السيارات</td> </tr> <tr> <td data-bbox="456 1366 844 1437"></td> <td data-bbox="844 1366 1816 1437">مستشفى</td> </tr> </tbody> </table>	REJECT	ACCEPT		مسبح		سوق		ملعب كرة القدم		مكتبة		سينما		مطعم		جامعة		موقف السيارات		مستشفى	5
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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>	
	<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 3–5 tasks) up to a maximum of 10</i></p>	
	<p>(i) Award marks flexibly across the tasks for each piece of relevant information conveyed up to a maximum of 10. HOWEVER, each of the tasks 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>(ii) Add up the marks to give a mark out of 10 for Communication.</p> <p>(iii) For COMMUNICATION be tolerant of verbs/tenses/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc.).</p> <p>(iv) <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>(v) Only reward each piece of information once.</p> <p>(vi) Do not penalise factual errors.</p> <p style="text-align: right;">[Total marks for Communication: 10]</p>	10

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2	<p>Session specific instructions for Communication marks (Question 2): Write an email to the school magazine about a school trip.</p> <p>أكتب رسالة إلكترونية قصيرة (80–90 كلمة) إلى مجلة المدرسة مستعيناً بالنقاط التالية:</p> <table border="1" data-bbox="324 343 1951 1246"> <tr> <td data-bbox="324 343 443 411"></td> <td data-bbox="443 343 1951 411">Accept</td> </tr> <tr> <td data-bbox="324 411 443 528">1</td> <td data-bbox="443 411 1951 528"> <p>صِفْ مكان الرحلة.</p> <p>REWARD: Any sensible location such as historic site, sea side, to the mountains etc...</p> </td> </tr> <tr> <td data-bbox="324 528 443 683">2</td> <td data-bbox="443 528 1951 683"> <p>في أيِّ فصل من السنة؟</p> <p>REWARD: Any season or school terms REJECT: Days</p> </td> </tr> <tr> <td data-bbox="324 683 443 799">3</td> <td data-bbox="443 683 1951 799"> <p>مَنْ ينظِّم الرحلة؟</p> <p>REWARD Any name of a teacher, organisation etc. (or any other individual)</p> </td> </tr> <tr> <td data-bbox="324 799 443 991">4</td> <td data-bbox="443 799 1951 991"> <p>ما رأي الطلاب في هذه الرحلة؟ ولماذا؟</p> <p>Insist on opinion and reason REWARD : They like it/do not like it/enjoyed it etc. Because it is fun, get to know each other etc.</p> </td> </tr> <tr> <td data-bbox="324 991 443 1246">5</td> <td data-bbox="443 991 1951 1246"> <p>كيف ستشجّع الطلاب على المشاركة في الرحلة القادمة؟</p> <p>Insist on FUTURE tense. Write article in the school magazine, post on Facebook, share information about reasonable price, talk in assembly REWARD anything sensible ACCEPT: Any sensible idea in the future.</p> </td> </tr> </table>		Accept	1	<p>صِفْ مكان الرحلة.</p> <p>REWARD: Any sensible location such as historic site, sea side, to the mountains etc...</p>	2	<p>في أيِّ فصل من السنة؟</p> <p>REWARD: Any season or school terms REJECT: Days</p>	3	<p>مَنْ ينظِّم الرحلة؟</p> <p>REWARD Any name of a teacher, organisation etc. (or any other individual)</p>	4	<p>ما رأي الطلاب في هذه الرحلة؟ ولماذا؟</p> <p>Insist on opinion and reason REWARD : They like it/do not like it/enjoyed it etc. Because it is fun, get to know each other etc.</p>	5	<p>كيف ستشجّع الطلاب على المشاركة في الرحلة القادمة؟</p> <p>Insist on FUTURE tense. Write article in the school magazine, post on Facebook, share information about reasonable price, talk in assembly REWARD anything sensible ACCEPT: Any sensible idea in the future.</p>	10
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2	<p data-bbox="322 217 875 248"><u>2.2: award a mark out of 5 for Language</u></p> <p data-bbox="322 284 1010 316"><i>Generic mark scheme for Language (Question 2):</i></p> <div data-bbox="327 352 1946 1289" style="border: 1px solid black; padding: 10px;"> <p data-bbox="389 371 1547 435">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 data-bbox="338 475 965 507">Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="344 539 1928 1203"> <tbody> <tr> <td data-bbox="344 539 456 707">5</td> <td data-bbox="456 539 1928 707">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 data-bbox="344 707 456 842">4</td> <td data-bbox="456 707 1928 842">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 data-bbox="344 842 456 978">3</td> <td data-bbox="456 842 1928 978">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 data-bbox="344 978 456 1074">2</td> <td data-bbox="456 978 1928 1074">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="344 1074 456 1137">1</td> <td data-bbox="456 1074 1928 1137">Disjointed words or short phrases, two or more of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="344 1137 456 1203">0</td> <td data-bbox="456 1137 1928 1203">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p data-bbox="1547 1241 1928 1273" style="text-align: right;">Total marks for language: 5</p> </div> <p data-bbox="322 1326 1144 1358">*Consider the whole answer when awarding mark for language.</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.	5
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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 mark out of <u>8 for Verbs</u> according to the instructions in 3.2 award a mark out of <u>12 for Other linguistic features</u> according to the instructions in 3.3.</p> <hr/> <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. 	

Question	Answer	Marks						
3	<p>(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> <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="378 419 1944 616"> <tbody> <tr> <td data-bbox="383 422 533 486">2 ticks</td> <td data-bbox="533 422 1939 486">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="383 486 533 550">1 tick</td> <td data-bbox="533 486 1939 550">Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="383 550 533 614">0 ticks</td> <td data-bbox="533 550 1939 614">Nothing of worth communicated.</td> </tr> </tbody> </table> <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> <p style="text-align: right;">[Total marks for Communication: 10]</p>	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.	10
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3	Guidance on awarding marks for Communication														
Example 1: كيف تقضي أيام العطلة عادة؟															
<table border="1"> <thead> <tr> <th data-bbox="324 331 1003 432">Candidate's response</th> <th data-bbox="1003 331 1272 432">Ticks for Communication</th> <th data-bbox="1272 331 1951 432">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 432 1003 501">نعم قضيت العطلة.</td> <td data-bbox="1003 432 1272 501">0</td> <td data-bbox="1272 432 1951 501">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="324 501 1003 616">أنا تعمل في مكتب أبي.</td> <td data-bbox="1003 501 1272 616">1</td> <td data-bbox="1272 501 1951 616">Some meaning conveyed – use of تعمل makes message ambiguous.</td> </tr> <tr> <td data-bbox="324 616 1003 691">عملت في مكتب أبي.</td> <td data-bbox="1003 616 1272 691">2</td> <td data-bbox="1272 616 1951 691">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.	عملت في مكتب أبي.	2	Message clearly communicated.
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	<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) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Place up to 2 'numbered' ticks as close as possible to each relevant communication point:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 15%; padding: 5px;">2 ticks</td> <td style="padding: 5px;">Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.</td> </tr> <tr> <td style="padding: 5px;">1 tick</td> <td style="padding: 5px;">Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td> </tr> <tr> <td style="padding: 5px;">0 ticks</td> <td style="padding: 5px;">Nothing of worth communicated.</td> </tr> </tbody> </table> </div>	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) Letter about a present to a friend</p> <p>(a) اشتريت هدية لصديقك لتشارك في احتفاله بمناسبة سعيدة.</p> <table border="1"> <thead> <tr> <th>Tick</th> <th>Accept</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>ما مناسبة الاحتفال؟</p> <p>Accept any description of any kind or cause of celebration etc. My friend's 15th birthday, my friend recovered from an illness last month, my friend did well in all his final year exams, etc.</p> </td> <td>2</td> </tr> <tr> <td>2</td> <td> <p>صف الهدية.</p> <p>Accept a name or description for the present.</p> <p>REWARD: Any description of the present. It is nice, unique, rare, funny etc.</p> </td> <td>2</td> </tr> <tr> <td>3</td> <td> <p>لماذا اخترت هذه الهدية؟</p> <p>Insist on justification and Past</p> <p>REWARD : Any sensible reason.</p> </td> <td>2</td> </tr> <tr> <td>4</td> <td> <p>ما شعور صديقك عندما فتح الهدية.</p> <p>Insist on opinion</p> <p>REWARD: Any sensible feeling: happy, joyful, excited, surprised, upset, etc.</p> </td> <td>2</td> </tr> <tr> <td>5</td> <td> <p>كيف ستشجع أصدقاءك على تبادل الهدايا؟</p> <p>Insist on future</p> <p>REWARD: Any sensible point such as write an article on the school website about the merits of exchanging presents etc.</p> </td> <td>2</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	<p>ما مناسبة الاحتفال؟</p> <p>Accept any description of any kind or cause of celebration etc. My friend's 15th birthday, my friend recovered from an illness last month, my friend did well in all his final year exams, etc.</p>	2	2	<p>صف الهدية.</p> <p>Accept a name or description for the present.</p> <p>REWARD: Any description of the present. It is nice, unique, rare, funny etc.</p>	2	3	<p>لماذا اخترت هذه الهدية؟</p> <p>Insist on justification and Past</p> <p>REWARD : Any sensible reason.</p>	2	4	<p>ما شعور صديقك عندما فتح الهدية.</p> <p>Insist on opinion</p> <p>REWARD: Any sensible feeling: happy, joyful, excited, surprised, upset, etc.</p>	2	5	<p>كيف ستشجع أصدقاءك على تبادل الهدايا؟</p> <p>Insist on future</p> <p>REWARD: Any sensible point such as write an article on the school website about the merits of exchanging presents etc.</p>	2	
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Question	Answer	Marks																		
3(b)	<p>Question 3(b): Article. Writing about the benefit of learning languages.</p> <p>(b) طلب منك معلمك أن تكتب مقالاً عن أهمية اللغات موضّحاً النقاط التالية:</p>																			
	<table border="1"> <thead> <tr> <th>Tick</th> <th>Accept</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>ما الوسائل التي ساعدتك على تعلّم اللغة العربية؟</p> <p>Insist on past tense. REWARD: How the internet & films, language classes etc... helped you to learn foreign languages</p> </td> <td>2</td> </tr> <tr> <td>2</td> <td> <p>ما الصعوبات التي واجهتك في تعلّم اللغة العربية؟</p> <p>Insist on past tense, REWARD: Difficult to speak, comprehend, writing from right to left, listening, etc.</p> </td> <td>2</td> </tr> <tr> <td>3</td> <td> <p>صف شعورك أثناء تعلّم اللغة العربية.</p> <p>Insist on describing feelings. REWARD: I felt proud, sad, frustrated, etc.</p> </td> <td>2</td> </tr> <tr> <td>4</td> <td> <p>ما النشاط الذي تقوم به لتشجيع الطلاب على تعلّم اللغة العربية؟</p> <p>REWARD: Any activity such as write articles talk to friends etc. and consider task complete</p> </td> <td>2</td> </tr> <tr> <td>5</td> <td> <p>كيف ستستفيد من تعلّم اللغة العربية في المستقبل؟</p> <p>Insist on Future REWARD: Any future jobs, travel, watching Arabic films, communicating with people.</p> </td> <td>2</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	<p>ما الوسائل التي ساعدتك على تعلّم اللغة العربية؟</p> <p>Insist on past tense. REWARD: How the internet & films, language classes etc... helped you to learn foreign languages</p>	2	2	<p>ما الصعوبات التي واجهتك في تعلّم اللغة العربية؟</p> <p>Insist on past tense, REWARD: Difficult to speak, comprehend, writing from right to left, listening, etc.</p>	2	3	<p>صف شعورك أثناء تعلّم اللغة العربية.</p> <p>Insist on describing feelings. REWARD: I felt proud, sad, frustrated, etc.</p>	2	4	<p>ما النشاط الذي تقوم به لتشجيع الطلاب على تعلّم اللغة العربية؟</p> <p>REWARD: Any activity such as write articles talk to friends etc. and consider task complete</p>	2	5	<p>كيف ستستفيد من تعلّم اللغة العربية في المستقبل؟</p> <p>Insist on Future REWARD: Any future jobs, travel, watching Arabic films, communicating with people.</p>	2	
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Question	Answer	Marks																		
3(c)	<p>Question 3(c): A story. you heard a strange noise....</p> <p>(c) "كنتُ نائماً في سريري، فجأةً سمعتُ صوتاً غريباً ف..."</p> <table border="1"> <thead> <tr> <th>Tick</th> <th>Accept</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>ما الصوت الذي سمعته؟</p> <p>Insist on past tense. REWARD: Any sensible description of the sound.</p> </td> <td>2</td> </tr> <tr> <td>2</td> <td> <p>صِف شعورك.</p> <p>Insist on feeling. REWARD: Any sensible reaction.</p> </td> <td>2</td> </tr> <tr> <td>3</td> <td> <p>ماذا فعلت بعد ذلك؟</p> <p>Insist on past tense. REWARD: Any sensible description of the action that follows.</p> </td> <td>2</td> </tr> <tr> <td>4</td> <td> <p>ما رأي عائلتك في ما حدث؟</p> <p>Insist on opinion/ reaction REWARD: Any sensible opinion/reaction.</p> </td> <td>2</td> </tr> <tr> <td>5</td> <td> <p>مَنْ سَتُخبر بما حدث؟</p> <p>Insist on future Tense. REWARD: Any person/ no one.</p> </td> <td>2</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	<p>ما الصوت الذي سمعته؟</p> <p>Insist on past tense. REWARD: Any sensible description of the sound.</p>	2	2	<p>صِف شعورك.</p> <p>Insist on feeling. REWARD: Any sensible reaction.</p>	2	3	<p>ماذا فعلت بعد ذلك؟</p> <p>Insist on past tense. REWARD: Any sensible description of the action that follows.</p>	2	4	<p>ما رأي عائلتك في ما حدث؟</p> <p>Insist on opinion/ reaction REWARD: Any sensible opinion/reaction.</p>	2	5	<p>مَنْ سَتُخبر بما حدث؟</p> <p>Insist on future Tense. REWARD: Any person/ no one.</p>	2	
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Question	Answer	Marks																				
3	<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> <div style="border: 1px solid black; padding: 10px;"> <p>(i) Place a tick above the first occurrence of each correct verb up to a maximum of 18 ticks (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> <p style="text-align: right;">Total marks for Accurate use of verbs: 8</p> </div>	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	8
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															
3	<p>How to award ticks for Accurate use of verbs (Question 3):</p> <p>(a) Subject (noun or pronoun) + any finite verb both subject and verb must be correct for the verb to score a tick verb must be in the appropriate tense to score a tick 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 Other linguistic features. 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="327 564 1948 1023"> <thead> <tr> <th data-bbox="327 564 896 632">Tick</th> <th data-bbox="896 564 1420 632">No tick</th> <th data-bbox="1420 564 1948 632">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="327 632 896 715">(✓)، أَلْعَبُ (✓)، تَلْعَبُ (✓) يَلْعَبُ</td> <td data-bbox="896 632 1420 715"></td> <td data-bbox="1420 632 1948 715"></td> </tr> <tr> <td data-bbox="327 715 896 794">لَعِبْتُ (✓)، لَعِبْتَ (✓)، لَعِبَ (✓)</td> <td data-bbox="896 715 1420 794"></td> <td data-bbox="1420 715 1948 794"></td> </tr> <tr> <td data-bbox="327 794 896 890">التلاميذ يجتهدون (✓)</td> <td data-bbox="896 794 1420 890">(no tick) التلاميذ يجتهد</td> <td data-bbox="1420 794 1948 890">Incorrect match between verb and subject</td> </tr> <tr> <td data-bbox="327 890 896 1023">سوف أسافر (✓)، سأكتب (✓)، قد أرحل (✓)</td> <td data-bbox="896 890 1420 1023"></td> <td data-bbox="1420 890 1948 1023"></td> </tr> </tbody> </table>	Tick	No tick	Note	(✓)، أَلْعَبُ (✓)، تَلْعَبُ (✓) يَلْعَبُ			لَعِبْتُ (✓)، لَعِبْتَ (✓)، لَعِبَ (✓)			التلاميذ يجتهدون (✓)	(no tick) التلاميذ يجتهد	Incorrect match between verb and subject	سوف أسافر (✓)، سأكتب (✓)، قد أرحل (✓)			
Tick	No tick	Note															
(✓)، أَلْعَبُ (✓)، تَلْعَبُ (✓) يَلْعَبُ																	
لَعِبْتُ (✓)، لَعِبْتَ (✓)، لَعِبَ (✓)																	
التلاميذ يجتهدون (✓)	(no tick) التلاميذ يجتهد	Incorrect match between verb and subject															
سوف أسافر (✓)، سأكتب (✓)، قد أرحل (✓)																	

Question	Answer			Marks
3	Singular verb used correctly with the following plural noun subject			
	Tick	No tick	Note	
	يلعب (✓) الأولاد	يلعبوا (no tick) الأولاد		
	يأكل (✓) الأولاد ويلعبون (✓)			
	Feminine singular verb with non-human plural			
	Tick	No tick	Note	
	سبحت (✓) الأسماك	سبحوا (no tick) الأسماك		
Compound verbal expression				
Tick	No tick	Note		
كان يشرب (✓)				

Question	Answer			Marks
3	With negative			
	Tick	No tick	Note	
	لم يكتب (✓) الوظيفة	يكتب لم (no tick) الوظيفة		
	Verb with appropriate possessive pronoun suffix			
	Tick	No tick	Note	
	أكلها (✓) / قرأه (✓)			
	Correct verb within meaningless statement			
	Tick	No tick	Note	
	أكل (✓) الولد التفاحة	أكل (no tick) الولد البيت	do not reward correct verb in a meaningless statement	
	Imperative			
Tick	Note			
تعال (✓)، لاتلمس (✓)				

Question	Answer			Marks									
3	<p>Infinitive</p> <table border="1" data-bbox="327 248 1948 478"> <thead> <tr> <th data-bbox="327 248 896 316">Tick</th> <th data-bbox="896 248 1420 316">No tick</th> <th data-bbox="1420 248 1948 316">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="327 316 896 395">أريد (✓) أن أذهب (✓)</td> <td data-bbox="896 316 1420 395"></td> <td data-bbox="1420 316 1948 395"></td> </tr> <tr> <td data-bbox="327 395 896 475">أريد (✓) أن تذهب (no tick)</td> <td data-bbox="896 395 1420 475"></td> <td data-bbox="1420 395 1948 475"></td> </tr> </tbody> </table> <p>(b) Reward only the first occurrence of a verb <u>if verb appears to be in the same</u> form with the same subject, e.g.</p> <p>أحب (✓) السّباحة. وأحب (no tick) التنس أيضاً. أحب (✓) السّباحة. لا أحب (no tick) التنس. أحب (✓) السّباحة. وأخي يحب (✓) التنس أيضاً.</p>			Tick	No tick	Note	أريد (✓) أن أذهب (✓)			أريد (✓) أن تذهب (no tick)			
Tick	No tick	Note											
أريد (✓) أن أذهب (✓)													
أريد (✓) أن تذهب (no tick)													

Question	Answer	Marks														
3	<p><u>3.3 – award a mark out of 12 for Other linguistic features</u></p> <p><i>Generic mark scheme for Other linguistic features (Question 3):</i></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="344 539 1930 1406"> <tbody> <tr> <td data-bbox="344 539 459 676">11–12</td> <td data-bbox="459 539 1930 676">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="344 676 459 813">9–10</td> <td data-bbox="459 676 1930 813">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="344 813 459 951">7–8</td> <td data-bbox="459 813 1930 951">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="344 951 459 1088">5–6</td> <td data-bbox="459 951 1930 1088">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 1088 459 1225">3–4</td> <td data-bbox="459 1088 1930 1225">Reliant on basic structures. Some examples of correct language. Meaning usually conveyed. Basic vocabulary.</td> </tr> <tr> <td data-bbox="344 1225 459 1334">1–2</td> <td data-bbox="459 1225 1930 1334">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="344 1334 459 1406">0</td> <td data-bbox="459 1334 1930 1406">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.	
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0	One or two disjointed words or short phrases may be recognisable.															

Question	Answer	Marks
3	<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 (هذه / هذا) 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 (و لسوء الحظ، على كل حال) 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 mark for Other linguistic features: 12]</p>	

Question	Answer	Marks
<p>Note on using mark schemes with Grade descriptors</p> <p>It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.</p> <p>You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.</p> <p>For example when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.</p> <p>To select the most appropriate mark within each set of descriptors, you should use the following guidance:</p> <p style="padding-left: 40px;">If most of the descriptors fit the piece (and after you have considered the band above), then you will award the top mark in the band. If there is just enough evidence (and you had perhaps been considering the band below), then you would award the lowest mark in the band.</p> <p>Note on irrelevant material</p> <p>In the case of an answer which is completely irrelevant to the chosen question (3(a) or 3(b) or 3(c)), a mark of 0 is given for Communication and for Language.</p> <p>In cases where the chosen question was clearly attempted but communication of the set tasks was not achieved (e.g. due to inadequate language control), a score of 0 is given for Communication. Language marks (for Verbs and Other Linguistic Features) are based on any phrases that do communicate meaning.</p> <p>Irrelevant material that has been included in an otherwise relevant answer does not score for Communication or for Verbs. Communication marks and Verb marks are awarded for the relevant parts of the answer only. The mark for Other Linguistic Features is based on the whole answer.</p>		