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**ARABIC**

**0544/41**

Paper 4 Writing

**May/June 2018**

MARK SCHEME

Maximum Mark: 50

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **22** printed pages.

## 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) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (b) 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 (eg '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**

| <b>Question</b> | <b>Answer</b>   | <b>Marks</b> |
|-----------------|---|--------------|
| 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><b>(i) Select the most correct items up to a maximum of 5.</b><br/><b>(ii) Award 1 mark for each correct item up to a maximum of 5.</b></p> <p>Note: the pictures provided on the question paper are only suggestions. Accept any item the candidate could find on the beach or seaside.</p> |              |

| Question | Answer   | Marks  |        |  |     |  |      |  |      |  |         |  |     |  |      |  |     |  |     |  |     |   |
|----------|--|--------|--------|--|-----|--|------|--|------|--|---------|--|-----|--|------|--|-----|--|-----|--|-----|---|
| 1        | <p><b>Generic mark scheme for Question 1</b></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?<br/>           (b) Look-alike test: does what the candidate has written look like the correct answer?<br/>           (c) Ignore any article.</p> <p>Session specific Instructions for Question 1: You are in a restaurant, what can you eat and drink?</p> <p><u>The following are examples. Accept any item the candidate could eat and drink in a restaurant.</u></p> <table border="1" data-bbox="483 624 1787 1385"> <thead> <tr> <th data-bbox="483 624 1187 678">REJECT</th> <th data-bbox="1187 624 1787 678">ACCEPT</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 678 1187 754"></td> <td data-bbox="1187 678 1787 754">كعك</td> </tr> <tr> <td data-bbox="483 754 1187 831"></td> <td data-bbox="1187 754 1787 831">عصير</td> </tr> <tr> <td data-bbox="483 831 1187 908"></td> <td data-bbox="1187 831 1787 908">تفاح</td> </tr> <tr> <td data-bbox="483 908 1187 984"></td> <td data-bbox="1187 908 1787 984">سندويتش</td> </tr> <tr> <td data-bbox="483 984 1187 1061"></td> <td data-bbox="1187 984 1787 1061">لحم</td> </tr> <tr> <td data-bbox="483 1061 1187 1137"></td> <td data-bbox="1187 1061 1787 1137">حساء</td> </tr> <tr> <td data-bbox="483 1137 1187 1214"></td> <td data-bbox="1187 1137 1787 1214">شاي</td> </tr> <tr> <td data-bbox="483 1214 1187 1291"></td> <td data-bbox="1187 1214 1787 1291">خبز</td> </tr> <tr> <td data-bbox="483 1291 1187 1385"></td> <td data-bbox="1187 1291 1787 1385">سمك</td> </tr> </tbody> </table> | REJECT | ACCEPT |  | كعك |  | عصير |  | تفاح |  | سندويتش |  | لحم |  | حساء |  | شاي |  | خبز |  | سمك | 5 |
| REJECT   | ACCEPT   |        |        |  |     |  |      |  |      |  |         |  |     |  |      |  |     |  |     |  |     |   |
|          | كعك  |        |        |  |     |  |      |  |      |  |         |  |     |  |      |  |     |  |     |  |     |   |
|          | عصير   |        |        |  |     |  |      |  |      |  |         |  |     |  |      |  |     |  |     |  |     |   |
|          | تفاح   |        |        |  |     |  |      |  |      |  |         |  |     |  |      |  |     |  |     |  |     |   |
|          | سندويتش  |        |        |  |     |  |      |  |      |  |         |  |     |  |      |  |     |  |     |  |     |   |
|          | لحم  |        |        |  |     |  |      |  |      |  |         |  |     |  |      |  |     |  |     |  |     |   |
|          | حساء   |        |        |  |     |  |      |  |      |  |         |  |     |  |      |  |     |  |     |  |     |   |
|          | شاي  |        |        |  |     |  |      |  |      |  |         |  |     |  |      |  |     |  |     |  |     |   |
|          | خبز  |        |        |  |     |  |      |  |      |  |         |  |     |  |      |  |     |  |     |  |     |   |
|          | سمك  |        |        |  |     |  |      |  |      |  |         |  |     |  |      |  |     |  |     |  |     |   |

| Question | Answer   | Marks     |
|----------|--|-----------|
| 2        | <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <p><b>(i) Communication: award a mark out of 10 according to the instructions in 2.1</b><br/> <b>(ii) Language: award a mark out of 5 according to the instructions in 2.2.</b></p>   |           |
|          | <p><b><u>2.1: award a mark out of 10 for Communication</u></b></p> <p><b><i>Generic mark scheme for Communication (Question 2)</i></b><br/> <b><i>1 tick per item communicated (covering the 3–5 tasks) up to a maximum of 10</i></b></p>  |           |
|          | <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point.<br/> (ii) Award ticks 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:<br/> <u>If 1 of the tasks</u> is missing, the maximum communication mark is 9.<br/> <u>If 2 of the tasks</u> are missing, the maximum communication mark is 8.<br/> (iii) Add up the ticks to give a mark out of 10 for Communication.<br/> (iv) For COMMUNICATION be tolerant of verbs/tenses/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc.).<br/> (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<br/> (vi) Only reward each piece of information once.<br/> (vii) Do not penalise factual errors.</p> <p style="text-align: right;"><b>[Total marks for Communication: 10]</b></p> | <b>10</b> |

| Question | Answer   | Marks |        |   |  |   |   |   |   |   |  |  |
|----------|--|-------|--------|---|--|---|---|---|---|---|--|--|
| 2        | <p><b>Session specific instructions for Communication marks (Question 2) :</b><br/> أنت تسافر في رحلة. اكتب موضوعاً (80–90 كلمة) عن وسيلة سفرك.</p> <table border="1" data-bbox="344 292 1930 930"> <thead> <tr> <th data-bbox="344 292 421 343"></th> <th data-bbox="421 292 1930 343">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 343 421 491">1</td> <td data-bbox="421 343 1930 491"> <p>ما هي وسيلة المواصلات المفضلة لك؟ ولماذا؟<br/> <b>REWARD</b> Any preferred means of transport e.g. buses, taxis, trains...etc., and the reason for this preference e.g. It is fast, safe, cheap ...etc.</p> </td> </tr> <tr> <td data-bbox="344 491 421 639">2</td> <td data-bbox="421 491 1930 639"> <p>كيف تحجز رحلتك؟ لماذا تختار هذه الطريقة؟<br/> <b>REWARD</b> any method of booking trip e.g. internet, ticket office, travel agent, and the reason for choosing it e.g. more convenient, cheaper, flexible.</p> </td> </tr> <tr> <td data-bbox="344 639 421 788">3</td> <td data-bbox="421 639 1930 788"> <p>ما الأشياء التي تفعلها عادة خلال الرحلة؟<br/> <b>REWARD</b> any two or more activities that you do during your journey e.g. to read, sleep, watch videos, use phone...etc.</p> </td> </tr> <tr> <td data-bbox="344 788 421 930">4</td> <td data-bbox="421 788 1930 930"> <p>ما البلاد التي ستسافر إليها في المستقبل؟<br/> <b>Insist on FUTURE tense.</b><br/> <b>REWARD</b> any two or more countries that will visit in the future e.g. Italy, France etc.</p> </td> </tr> </tbody> </table> |       | Accept | 1 | <p>ما هي وسيلة المواصلات المفضلة لك؟ ولماذا؟<br/> <b>REWARD</b> Any preferred means of transport e.g. buses, taxis, trains...etc., and the reason for this preference e.g. It is fast, safe, cheap ...etc.</p> | 2 | <p>كيف تحجز رحلتك؟ لماذا تختار هذه الطريقة؟<br/> <b>REWARD</b> any method of booking trip e.g. internet, ticket office, travel agent, and the reason for choosing it e.g. more convenient, cheaper, flexible.</p> | 3 | <p>ما الأشياء التي تفعلها عادة خلال الرحلة؟<br/> <b>REWARD</b> any two or more activities that you do during your journey e.g. to read, sleep, watch videos, use phone...etc.</p> | 4 | <p>ما البلاد التي ستسافر إليها في المستقبل؟<br/> <b>Insist on FUTURE tense.</b><br/> <b>REWARD</b> any two or more countries that will visit in the future e.g. Italy, France etc.</p> |  |
|          | Accept   |       |        |   |  |   |   |   |   |   |  |  |
| 1        | <p>ما هي وسيلة المواصلات المفضلة لك؟ ولماذا؟<br/> <b>REWARD</b> Any preferred means of transport e.g. buses, taxis, trains...etc., and the reason for this preference e.g. It is fast, safe, cheap ...etc.</p>   |       |        |   |  |   |   |   |   |   |  |  |
| 2        | <p>كيف تحجز رحلتك؟ لماذا تختار هذه الطريقة؟<br/> <b>REWARD</b> any method of booking trip e.g. internet, ticket office, travel agent, and the reason for choosing it e.g. more convenient, cheaper, flexible.</p>  |       |        |   |  |   |   |   |   |   |  |  |
| 3        | <p>ما الأشياء التي تفعلها عادة خلال الرحلة؟<br/> <b>REWARD</b> any two or more activities that you do during your journey e.g. to read, sleep, watch videos, use phone...etc.</p>  |       |        |   |  |   |   |   |   |   |  |  |
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| Question | Answer  | Marks |  |   |  |   |   |   |   |   |  |   |   |   |
|----------|---|-------|--|---|--|---|---|---|---|---|--|---|---|---|
| 2        | <p><b>2.2: award a mark out of 5 for Language</b></p> <p><b>Generic mark scheme for Language (Question 2):</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Award a mark out of 5 for Language according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme):</p> <p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; width: 5%;">5</td> <td>Straightforward vocabulary and structure.<br/>The style of writing is basic, but reasonably coherent.<br/>Confident use of a varied range of verbs, generally successful.<br/>The majority of the response is accurate.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Basic vocabulary and structure.<br/>Some awareness of verb usage, but inconsistent.<br/>The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Very basic vocabulary and structure.<br/>Little awareness of verb usage (e.g. verbs that are incorrectly used: verb subject agreement).<br/>Despite regular errors, the writing often conveys diverse meaning (e.g. not repeated adjectives).</td> </tr> <tr> <td style="text-align: center;">2</td> <td>A few <b>phrases or short sentences</b> 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> <p style="text-align: right; margin-top: 10px;"><b>[Total marks for language: 5]</b></p> </div> <p>*Consider the whole answer when awarding mark for language.</p> | 5     | Straightforward vocabulary and structure.<br>The style of writing is basic, but reasonably coherent.<br>Confident use of a varied range of verbs, generally successful.<br>The majority of the response is accurate. | 4 | Basic vocabulary and structure.<br>Some awareness of verb usage, but inconsistent.<br>The writing is sufficiently accurate for meaning to be conveyed. | 3 | Very basic vocabulary and structure.<br>Little awareness of verb usage (e.g. verbs that are incorrectly used: verb subject agreement).<br>Despite regular errors, the writing often conveys diverse meaning (e.g. not repeated adjectives). | 2 | A few <b>phrases or short sentences</b> 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 |
| 5        | Straightforward vocabulary and structure.<br>The style of writing is basic, but reasonably coherent.<br>Confident use of a varied range of verbs, generally successful.<br>The majority of the response is accurate.  |       |  |   |  |   |   |   |   |   |  |   |   |   |
| 4        | Basic vocabulary and structure.<br>Some awareness of verb usage, but inconsistent.<br>The writing is sufficiently accurate for meaning to be conveyed.  |       |  |   |  |   |   |   |   |   |  |   |   |   |
| 3        | Very basic vocabulary and structure.<br>Little awareness of verb usage (e.g. verbs that are incorrectly used: verb subject agreement).<br>Despite regular errors, the writing often conveys diverse meaning (e.g. not repeated adjectives).   |       |  |   |  |   |   |   |   |   |  |   |   |   |
| 2        | A few <b>phrases or short sentences</b> 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.   |       |  |   |  |   |   |   |   |   |  |   |   |   |

**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><b>(i) Communication: award a <u>mark out of 10</u> according to the instructions in 3.1</b><br/> <b>(ii) Language: award a <u>mark out of 8 for Verbs</u> according to the instructions in 3.2</b><br/> <b>award a mark out of <u>12 for Other linguistic features</u> according to the instructions in 3.3.</b></p>  |       |
|          | <p><b><u>3.1 – award a mark out of 10 for Communication</u></b></p> <p><b><i>Generic mark scheme for Communication (Question 3):</i></b></p> <p>Place up to 2 ‘numbered’ ticks as close as possible to each relevant communication point (see tables below for details):</p> <p>When two ‘reactions’ are required in Question 3:</p> <p style="padding-left: 40px;">If the reaction carries same meaning, consider it one reaction, e.g: سعيد ومسرور is considered one reaction.</p> <p style="padding-left: 40px;">If it carries two different meanings consider it two reactions even if it was listed. e.g: سعيد ومتعب could be considered two reactions.</p> |       |



| 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="344 411 1928 632"> <tbody> <tr> <td data-bbox="344 411 497 496"><b>2 ticks</b></td> <td data-bbox="497 411 1928 496">Message clearly communicated (in the appropriate time frame). Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="344 496 497 580"><b>1 tick</b></td> <td data-bbox="497 496 1928 580">Communication of some meaning is achieved but the message may be ambiguous or incomplete. (irrespective of time frame, attempt at an appropriate verb is made, verb may be incorrect but recognisable)</td> </tr> <tr> <td data-bbox="344 580 497 632"><b>0 ticks</b></td> <td data-bbox="497 580 1928 632">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.<br/>Where communication of the task is not achieved, <b>do not</b> annotate script.</p> <p>For each task identified in the mark scheme, reward the best attempt, <b>but only</b> reward a single attempt.</p> <p style="text-align: right;"><b>Total marks for Communication: 10</b></p> | <b>2 ticks</b> | Message clearly communicated (in the appropriate time frame). Minor errors (adjective endings, use of prepositions etc.) are tolerated. | <b>1 tick</b> | Communication of some meaning is achieved but the message may be ambiguous or incomplete. (irrespective of time frame, attempt at an appropriate verb is made, verb may be incorrect but recognisable) | <b>0 ticks</b> | Nothing of worth communicated. | <b>10</b> |
| <b>2 ticks</b> | Message clearly communicated (in the appropriate time frame). Minor errors (adjective endings, use of prepositions etc.) are tolerated.   |                |   |               |  |                |                                |           |
| <b>1 tick</b>  | Communication of some meaning is achieved but the message may be ambiguous or incomplete. (irrespective of time frame, attempt at an appropriate verb is made, verb may be incorrect but recognisable)  |                |   |               |  |                |                                |           |
| <b>0 ticks</b> | Nothing of worth communicated.  |                |   |               |  |                |                                |           |

| Question                         | Answer   | Marks  |                         |                 |                  |   |                                |                       |   |  |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
|----------------------------------|--|--|-------------------------|-----------------|------------------|---|--------------------------------|-----------------------|---|--|-------------------|---|-------------------------------|----------------------|-------------------------|-----------------|--------------------|---|--------------------------------|-------------------------|---|--|----------------------------------|---|-------------------------------|--|
| 3                                | <p><b>Guidance on awarding marks for Communication</b></p> <p><b>Example 1:</b> كيف تقضي أيام العطلة عادة؟</p> <table border="1" data-bbox="344 331 1928 703"> <thead> <tr> <th data-bbox="344 331 987 432">Candidate's response</th> <th data-bbox="987 331 1288 432">Ticks for Communication</th> <th data-bbox="1288 331 1928 432">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 432 987 501">نعم قضيت العطلة.</td> <td data-bbox="987 432 1288 501">0</td> <td data-bbox="1288 432 1928 501">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="344 501 987 628">أنا تعمل في مكتب أبي.</td> <td data-bbox="987 501 1288 628">1</td> <td data-bbox="1288 501 1928 628">Some meaning conveyed – use of <b>تعملُ</b> makes message ambiguous.</td> </tr> <tr> <td data-bbox="344 628 987 703">أعمل في مكتب أبي.</td> <td data-bbox="987 628 1288 703">2</td> <td data-bbox="1288 628 1928 703">Message clearly communicated.</td> </tr> </tbody> </table> <p><b>Example 2:</b> أين تذهب للتسوق ومع من؟</p> <table border="1" data-bbox="344 818 1928 1163"> <thead> <tr> <th data-bbox="344 818 987 919">Candidate's response</th> <th data-bbox="987 818 1288 919">Ticks for Communication</th> <th data-bbox="1288 818 1928 919">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 919 987 989">مع من ذهبت للتسوق.</td> <td data-bbox="987 919 1288 989">0</td> <td data-bbox="1288 919 1928 989">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="344 989 987 1091">أذهب للتسوق في المدينة.</td> <td data-bbox="987 989 1288 1091">1</td> <td data-bbox="1288 989 1928 1091">Some meaning is conveyed but the task is incomplete.</td> </tr> <tr> <td data-bbox="344 1091 987 1163">أذهب للتسوق مع صديقي في المدينة.</td> <td data-bbox="987 1091 1288 1163">2</td> <td data-bbox="1288 1091 1928 1163">Message clearly communicated.</td> </tr> </tbody> </table> | Candidate's response   | Ticks for Communication | Reason for mark | نعم قضيت العطلة. | 0 | Nothing of worth communicated. | أنا تعمل في مكتب أبي. | 1 | Some meaning conveyed – use of <b>تعملُ</b> makes message ambiguous. | أعمل في مكتب أبي. | 2 | Message clearly communicated. | Candidate's response | Ticks for Communication | Reason for mark | مع من ذهبت للتسوق. | 0 | Nothing of worth communicated. | أذهب للتسوق في المدينة. | 1 | Some meaning is conveyed but the task is incomplete. | أذهب للتسوق مع صديقي في المدينة. | 2 | Message clearly communicated. |  |
| Candidate's response             | Ticks for Communication  | Reason for mark  |                         |                 |                  |   |                                |                       |   |  |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| نعم قضيت العطلة.                 | 0  | Nothing of worth communicated.                                       |                         |                 |                  |   |                                |                       |   |  |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| أنا تعمل في مكتب أبي.            | 1  | Some meaning conveyed – use of <b>تعملُ</b> makes message ambiguous. |                         |                 |                  |   |                                |                       |   |  |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| أعمل في مكتب أبي.                | 2  | Message clearly communicated.  |                         |                 |                  |   |                                |                       |   |  |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| Candidate's response             | Ticks for Communication  | Reason for mark  |                         |                 |                  |   |                                |                       |   |  |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| مع من ذهبت للتسوق.               | 0  | Nothing of worth communicated.                                       |                         |                 |                  |   |                                |                       |   |  |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| أذهب للتسوق في المدينة.          | 1  | Some meaning is conveyed but the task is incomplete.                 |                         |                 |                  |   |                                |                       |   |  |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |
| أذهب للتسوق مع صديقي في المدينة. | 2  | Message clearly communicated.  |                         |                 |                  |   |                                |                       |   |  |                   |   |                               |                      |                         |                 |                    |   |                                |                         |   |  |                                  |   |                               |  |

| Question                          | Answer  |  |  | Marks                |                         |                 |            |   |                                |                               |   |  |                                |   |                               |                      |                         |                 |                                  |   |                                |                                   |   |   |                               |   |                               |  |
|-----------------------------------|---|--|--|----------------------|-------------------------|-----------------|------------|---|--------------------------------|-------------------------------|---|--|--------------------------------|---|-------------------------------|----------------------|-------------------------|-----------------|----------------------------------|---|--------------------------------|-----------------------------------|---|---|-------------------------------|---|-------------------------------|--|
| 3                                 | <p><b>Example 3:</b> ما هي أهمية هذا المشروع الخيري؟</p> <table border="1"> <thead> <tr> <th>Candidate's response</th> <th>Ticks for Communication</th> <th>Reason for mark</th> </tr> </thead> <tbody> <tr> <td>جمع المال.</td> <td>0</td> <td>Nothing of worth communicated.</td> </tr> <tr> <td>أنا أحب أن أخدم. نشاط اجتماعي</td> <td>1</td> <td>Some meaning conveyed – use of <b>تعملُ</b> makes message ambiguous.</td> </tr> <tr> <td>عمل تطوعي مفيد./مساعدة الآخرين</td> <td>2</td> <td>Message clearly communicated.</td> </tr> </tbody> </table> <p><b>Example 4:</b> ما برنامج الاحتفال؟</p> <table border="1"> <thead> <tr> <th>Candidate's response</th> <th>Ticks for Communication</th> <th>Reason for mark</th> </tr> </thead> <tbody> <tr> <td>حفل غنائي. حفل موسيقي/تعارف أسري</td> <td>0</td> <td>Nothing of worth communicated.</td> </tr> <tr> <td>حفل غنائي ثم مسرحي/للتعارف الاسري</td> <td>1</td> <td>Some meaning is conveyed but the message is incomplete.</td> </tr> <tr> <td>حفل غنائي ثم مسرحي مع اناشيد.</td> <td>2</td> <td>Message clearly communicated.</td> </tr> </tbody> </table> |  |  | Candidate's response | Ticks for Communication | Reason for mark | جمع المال. | 0 | Nothing of worth communicated. | أنا أحب أن أخدم. نشاط اجتماعي | 1 | Some meaning conveyed – use of <b>تعملُ</b> makes message ambiguous. | عمل تطوعي مفيد./مساعدة الآخرين | 2 | Message clearly communicated. | Candidate's response | Ticks for Communication | Reason for mark | حفل غنائي. حفل موسيقي/تعارف أسري | 0 | Nothing of worth communicated. | حفل غنائي ثم مسرحي/للتعارف الاسري | 1 | Some meaning is conveyed but the message is incomplete. | حفل غنائي ثم مسرحي مع اناشيد. | 2 | Message clearly communicated. |  |
| Candidate's response              | Ticks for Communication   | Reason for mark  |  |                      |                         |                 |            |   |                                |                               |   |  |                                |   |                               |                      |                         |                 |                                  |   |                                |                                   |   |   |                               |   |                               |  |
| جمع المال.                        | 0   | Nothing of worth communicated.                                       |  |                      |                         |                 |            |   |                                |                               |   |  |                                |   |                               |                      |                         |                 |                                  |   |                                |                                   |   |   |                               |   |                               |  |
| أنا أحب أن أخدم. نشاط اجتماعي     | 1   | Some meaning conveyed – use of <b>تعملُ</b> makes message ambiguous. |  |                      |                         |                 |            |   |                                |                               |   |  |                                |   |                               |                      |                         |                 |                                  |   |                                |                                   |   |   |                               |   |                               |  |
| عمل تطوعي مفيد./مساعدة الآخرين    | 2   | Message clearly communicated.  |  |                      |                         |                 |            |   |                                |                               |   |  |                                |   |                               |                      |                         |                 |                                  |   |                                |                                   |   |   |                               |   |                               |  |
| Candidate's response              | Ticks for Communication   | Reason for mark  |  |                      |                         |                 |            |   |                                |                               |   |  |                                |   |                               |                      |                         |                 |                                  |   |                                |                                   |   |   |                               |   |                               |  |
| حفل غنائي. حفل موسيقي/تعارف أسري  | 0   | Nothing of worth communicated.                                       |  |                      |                         |                 |            |   |                                |                               |   |  |                                |   |                               |                      |                         |                 |                                  |   |                                |                                   |   |   |                               |   |                               |  |
| حفل غنائي ثم مسرحي/للتعارف الاسري | 1   | Some meaning is conveyed but the message is incomplete.              |  |                      |                         |                 |            |   |                                |                               |   |  |                                |   |                               |                      |                         |                 |                                  |   |                                |                                   |   |   |                               |   |                               |  |
| حفل غنائي ثم مسرحي مع اناشيد.     | 2   | Message clearly communicated.  |  |                      |                         |                 |            |   |                                |                               |   |  |                                |   |                               |                      |                         |                 |                                  |   |                                |                                   |   |   |                               |   |                               |  |

| Question  | Answer  | Marks   |  |                |  |               |   |                |                                |  |
|---|---|---|--|----------------|--|---------------|---|----------------|--------------------------------|--|
| 3   | <p><b>Session-specific instructions for Communication marks (Question 3):</b></p> <p><b>3 steps to award Communication marks:</b></p> <ol style="list-style-type: none"> <li>1) Check against Communication task (table) Has the task been attempted? (no attempt → no Comm. tick)</li> <li>2) Find the best attempt at the task</li> <li>3) In that task, is the message clear (2 ticks) or unclear (1 tick) or absent (0 ticks)? (see example table above)</li> </ol> <table border="1" data-bbox="344 453 1928 715"> <tr> <td colspan="2" data-bbox="344 453 1928 520">Place up to 2 'numbered' ticks as close as possible to each relevant communication point:</td> </tr> <tr> <td data-bbox="344 520 497 587"><b>2 ticks</b></td> <td data-bbox="497 520 1928 587">Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="344 587 497 651"><b>1 tick</b></td> <td data-bbox="497 587 1928 651">Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="344 651 497 715"><b>0 ticks</b></td> <td data-bbox="497 651 1928 715">Nothing of worth communicated.</td> </tr> </table> | Place up to 2 'numbered' ticks as close as possible to each relevant communication point: |  | <b>2 ticks</b> | Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated. | <b>1 tick</b> | Communication of some meaning is achieved but the message may be ambiguous or incomplete. | <b>0 ticks</b> | Nothing of worth communicated. |  |
| Place up to 2 'numbered' ticks as close as possible to each relevant communication point: |   |   |  |                |  |               |   |                |                                |  |
| <b>2 ticks</b>  | Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.  |   |  |                |  |               |   |                |                                |  |
| <b>1 tick</b>   | Communication of some meaning is achieved but the message may be ambiguous or incomplete.   |   |  |                |  |               |   |                |                                |  |
| <b>0 ticks</b>  | Nothing of worth communicated.  |   |  |                |  |               |   |                |                                |  |

| Question | Answer   | Marks |      |      |   |   |   |     |   |     |   |  |   |   |  |   |  |
|----------|--|-------|------|------|---|---|---|-----|---|-----|---|--|---|---|--|---|--|
| 3(a)     | <p><b>Question 3(a) The Mayor of your town decided to build a new sports centre for the elderly. Write a letter to him explaining the following:</b></p> <p><b>(a) قرر رئيس مدينتك أن يبني مركزاً رياضياً لكبار السن. اكتب خطاباً إلى رئيس البلدية مضمناً فيه النقاط التالية:</b></p> <table border="1"> <thead> <tr> <th>Tick</th> <th>Task</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>اقتراح اسماً مناسباً للمركز.</p> <p><b>REWARD</b> any suitable name for this centre.</p> </td> <td>2</td> </tr> <tr> <td>2+3</td> <td> <p>لماذا أخذ رئيس مدينتك هذا القرار؟ وما رأيك فيه؟</p> <p><b>Insist on past tense.</b><br/><b>REWARD</b> anything sensible, it is very beneficial to the elderly who would use it as both social and fitness venue. I agree as this is good idea or disagree as it is a waste of money.</p> </td> <td>2+2</td> </tr> <tr> <td>4</td> <td> <p>النشاطات التي قام بها كبار السن في الماضي.</p> <p><b>Insist on past tense.</b><br/><b>REWARD</b> anything sensible: walking, gardening, reading ...etc.</p> </td> <td>2</td> </tr> <tr> <td>5</td> <td> <p>كيف ستشجع كبار السن في عائلتك على المشاركة في هذا المركز.</p> <p><b>Insist on future tense.</b><br/><b>REWARD</b> any activity such as offer to go to classes with them, organize fitness sessions tailored to their needs.</p> </td> <td>2</td> </tr> </tbody> </table> | Tick  | Task | Mark | 1 | <p>اقتراح اسماً مناسباً للمركز.</p> <p><b>REWARD</b> any suitable name for this centre.</p> | 2 | 2+3 | <p>لماذا أخذ رئيس مدينتك هذا القرار؟ وما رأيك فيه؟</p> <p><b>Insist on past tense.</b><br/><b>REWARD</b> anything sensible, it is very beneficial to the elderly who would use it as both social and fitness venue. I agree as this is good idea or disagree as it is a waste of money.</p> | 2+2 | 4 | <p>النشاطات التي قام بها كبار السن في الماضي.</p> <p><b>Insist on past tense.</b><br/><b>REWARD</b> anything sensible: walking, gardening, reading ...etc.</p> | 2 | 5 | <p>كيف ستشجع كبار السن في عائلتك على المشاركة في هذا المركز.</p> <p><b>Insist on future tense.</b><br/><b>REWARD</b> any activity such as offer to go to classes with them, organize fitness sessions tailored to their needs.</p> | 2 |  |
| Tick     | Task   | Mark  |      |      |   |   |   |     |   |     |   |  |   |   |  |   |  |
| 1        | <p>اقتراح اسماً مناسباً للمركز.</p> <p><b>REWARD</b> any suitable name for this centre.</p>  | 2     |      |      |   |   |   |     |   |     |   |  |   |   |  |   |  |
| 2+3      | <p>لماذا أخذ رئيس مدينتك هذا القرار؟ وما رأيك فيه؟</p> <p><b>Insist on past tense.</b><br/><b>REWARD</b> anything sensible, it is very beneficial to the elderly who would use it as both social and fitness venue. I agree as this is good idea or disagree as it is a waste of money.</p>  | 2+2   |      |      |   |   |   |     |   |     |   |  |   |   |  |   |  |
| 4        | <p>النشاطات التي قام بها كبار السن في الماضي.</p> <p><b>Insist on past tense.</b><br/><b>REWARD</b> anything sensible: walking, gardening, reading ...etc.</p>   | 2     |      |      |   |   |   |     |   |     |   |  |   |   |  |   |  |
| 5        | <p>كيف ستشجع كبار السن في عائلتك على المشاركة في هذا المركز.</p> <p><b>Insist on future tense.</b><br/><b>REWARD</b> any activity such as offer to go to classes with them, organize fitness sessions tailored to their needs.</p>   | 2     |      |      |   |   |   |     |   |     |   |  |   |   |  |   |  |

| Question | Answer  | Marks |      |      |   |   |   |   |   |   |   |  |   |   |  |   |   |   |   |  |
|----------|---|-------|------|------|---|---|---|---|---|---|---|--|---|---|--|---|---|---|---|--|
| 3(b)     | <p><b>Question 3(b) You organised a campaign to protect the environment. Write an article for the school newsletter:</b></p> <p><b>(b) نظمت برنامجاً للمحافظة على البيئة. اكتب مقالاً لجريدة المدرسة مستعيناً بالنقاط التالية:</b></p> <table border="1"> <thead> <tr> <th>Tick</th> <th>Task</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>كيف نظمت البرنامج؟</p> <p><b>Insist on past.</b><br/><b>REWARD</b> one or more step should be mentioned, e.g. formed a group of volunteers at the school, advertised the idea on face book, school bulletin.</p> </td> <td>2</td> </tr> <tr> <td>2</td> <td> <p>من شارك في هذا البرنامج؟</p> <p><b>Insist on past.</b><br/><b>ACCEPT</b> any person, e.g. family and friends or organisations.</p> </td> <td>2</td> </tr> <tr> <td>3</td> <td> <p>ما الذي تفعله عادة للمحافظة على البيئة؟</p> <p><b>REWARD</b> any actions such as recycle paper, walk to school, take a shower instead of bath, etc.</p> </td> <td>2</td> </tr> <tr> <td>4</td> <td> <p>أهمية الحفاظ على البيئة.</p> <p><b>Insist on opinion.</b><br/><b>REWARD</b> any sensible idea such as good for the planet, keep the place clean, save money, etc.</p> </td> <td>2</td> </tr> <tr> <td>5</td> <td> <p>كيف ستشجع أصدقاءك على المحافظة على البيئة في المستقبل؟</p> <p><b>Insist on future.</b><br/><b>REWARD</b> any sensible idea such as start a blog, design a leaflet, raise awareness, etc.</p> </td> <td>2</td> </tr> </tbody> </table> | Tick  | Task | Mark | 1 | <p>كيف نظمت البرنامج؟</p> <p><b>Insist on past.</b><br/><b>REWARD</b> one or more step should be mentioned, e.g. formed a group of volunteers at the school, advertised the idea on face book, school bulletin.</p> | 2 | 2 | <p>من شارك في هذا البرنامج؟</p> <p><b>Insist on past.</b><br/><b>ACCEPT</b> any person, e.g. family and friends or organisations.</p> | 2 | 3 | <p>ما الذي تفعله عادة للمحافظة على البيئة؟</p> <p><b>REWARD</b> any actions such as recycle paper, walk to school, take a shower instead of bath, etc.</p> | 2 | 4 | <p>أهمية الحفاظ على البيئة.</p> <p><b>Insist on opinion.</b><br/><b>REWARD</b> any sensible idea such as good for the planet, keep the place clean, save money, etc.</p> | 2 | 5 | <p>كيف ستشجع أصدقاءك على المحافظة على البيئة في المستقبل؟</p> <p><b>Insist on future.</b><br/><b>REWARD</b> any sensible idea such as start a blog, design a leaflet, raise awareness, etc.</p> | 2 |  |
| Tick     | Task  | Mark  |      |      |   |   |   |   |   |   |   |  |   |   |  |   |   |   |   |  |
| 1        | <p>كيف نظمت البرنامج؟</p> <p><b>Insist on past.</b><br/><b>REWARD</b> one or more step should be mentioned, e.g. formed a group of volunteers at the school, advertised the idea on face book, school bulletin.</p>   | 2     |      |      |   |   |   |   |   |   |   |  |   |   |  |   |   |   |   |  |
| 2        | <p>من شارك في هذا البرنامج؟</p> <p><b>Insist on past.</b><br/><b>ACCEPT</b> any person, e.g. family and friends or organisations.</p>   | 2     |      |      |   |   |   |   |   |   |   |  |   |   |  |   |   |   |   |  |
| 3        | <p>ما الذي تفعله عادة للمحافظة على البيئة؟</p> <p><b>REWARD</b> any actions such as recycle paper, walk to school, take a shower instead of bath, etc.</p>  | 2     |      |      |   |   |   |   |   |   |   |  |   |   |  |   |   |   |   |  |
| 4        | <p>أهمية الحفاظ على البيئة.</p> <p><b>Insist on opinion.</b><br/><b>REWARD</b> any sensible idea such as good for the planet, keep the place clean, save money, etc.</p>  | 2     |      |      |   |   |   |   |   |   |   |  |   |   |  |   |   |   |   |  |
| 5        | <p>كيف ستشجع أصدقاءك على المحافظة على البيئة في المستقبل؟</p> <p><b>Insist on future.</b><br/><b>REWARD</b> any sensible idea such as start a blog, design a leaflet, raise awareness, etc.</p>   | 2     |      |      |   |   |   |   |   |   |   |  |   |   |  |   |   |   |   |  |

| Question | Answer   | Marks |      |      |   |   |   |   |  |   |   |  |   |   |   |   |   |   |   |  |
|----------|--|-------|------|------|---|---|---|---|--|---|---|--|---|---|---|---|---|---|---|--|
| 3(c)     | <p><b>Question 3(c): "I was at the zoo and suddenly I found the lion out of its den..."</b></p> <p>(c) " كنتُ في حديقة الحيوانات وفجأة وجدتُ أسداً خارج القفص..."</p> <table border="1"> <thead> <tr> <th>Tick</th> <th>Task</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>لماذا زرت حديقة الحيوانات؟</p> <p><b>REWARD</b> any sensible reason, e.g. it was summer holiday, went with friends, my birthday.</p> </td> <td>2</td> </tr> <tr> <td>2</td> <td> <p>صف شعورك عندما رأيت الأسد.</p> <p><b>Insist on past.</b><br/><b>Accept</b> actions like running, screaming.<br/>Examples: terrified, panicky,</p> </td> <td>2</td> </tr> <tr> <td>3</td> <td> <p>ماذا فعل الأسد بعد ذلك؟</p> <p><b>Insist on past.</b><br/><b>Allow</b> anything sensible.<br/>Examples: walked proudly, ran after children, sat in the sun.</p> </td> <td>2</td> </tr> <tr> <td>4</td> <td> <p>في رأيك كيف خرج الأسد من القفص؟</p> <p><b>REWARD</b> any possible way, e.g. Guard left the door open, the lion dug a hole in the cage.</p> </td> <td>2</td> </tr> <tr> <td>5</td> <td> <p>كيف سيكون مستقبل حديقة الحيوانات؟</p> <p><b>Insist on FUTURE tense.</b><br/><b>ACCEPT</b> any sensible idea, It will close down or will turn into a safari park.</p> </td> <td>2</td> </tr> </tbody> </table> | Tick  | Task | Mark | 1 | <p>لماذا زرت حديقة الحيوانات؟</p> <p><b>REWARD</b> any sensible reason, e.g. it was summer holiday, went with friends, my birthday.</p> | 2 | 2 | <p>صف شعورك عندما رأيت الأسد.</p> <p><b>Insist on past.</b><br/><b>Accept</b> actions like running, screaming.<br/>Examples: terrified, panicky,</p> | 2 | 3 | <p>ماذا فعل الأسد بعد ذلك؟</p> <p><b>Insist on past.</b><br/><b>Allow</b> anything sensible.<br/>Examples: walked proudly, ran after children, sat in the sun.</p> | 2 | 4 | <p>في رأيك كيف خرج الأسد من القفص؟</p> <p><b>REWARD</b> any possible way, e.g. Guard left the door open, the lion dug a hole in the cage.</p> | 2 | 5 | <p>كيف سيكون مستقبل حديقة الحيوانات؟</p> <p><b>Insist on FUTURE tense.</b><br/><b>ACCEPT</b> any sensible idea, It will close down or will turn into a safari park.</p> | 2 |  |
| Tick     | Task   | Mark  |      |      |   |   |   |   |  |   |   |  |   |   |   |   |   |   |   |  |
| 1        | <p>لماذا زرت حديقة الحيوانات؟</p> <p><b>REWARD</b> any sensible reason, e.g. it was summer holiday, went with friends, my birthday.</p>  | 2     |      |      |   |   |   |   |  |   |   |  |   |   |   |   |   |   |   |  |
| 2        | <p>صف شعورك عندما رأيت الأسد.</p> <p><b>Insist on past.</b><br/><b>Accept</b> actions like running, screaming.<br/>Examples: terrified, panicky,</p>   | 2     |      |      |   |   |   |   |  |   |   |  |   |   |   |   |   |   |   |  |
| 3        | <p>ماذا فعل الأسد بعد ذلك؟</p> <p><b>Insist on past.</b><br/><b>Allow</b> anything sensible.<br/>Examples: walked proudly, ran after children, sat in the sun.</p>   | 2     |      |      |   |   |   |   |  |   |   |  |   |   |   |   |   |   |   |  |
| 4        | <p>في رأيك كيف خرج الأسد من القفص؟</p> <p><b>REWARD</b> any possible way, e.g. Guard left the door open, the lion dug a hole in the cage.</p>  | 2     |      |      |   |   |   |   |  |   |   |  |   |   |   |   |   |   |   |  |
| 5        | <p>كيف سيكون مستقبل حديقة الحيوانات؟</p> <p><b>Insist on FUTURE tense.</b><br/><b>ACCEPT</b> any sensible idea, It will close down or will turn into a safari park.</p>  | 2     |      |      |   |   |   |   |  |   |   |  |   |   |   |   |   |   |   |  |

| Question        | Answer   | Marks           |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |   |
|-----------------|--|-----------------|------|-----|---|-------|---|-------|---|-------|---|-------|---|-----|---|-----|---|-----|---|---------|---|---|
| 3               | <p data-bbox="320 215 1059 247"><b><u>3.2 – award a mark out of 8 for Accurate use of verbs</u></b></p> <p data-bbox="320 284 1173 316"><b><i>Generic mark scheme for accurate use of verbs (Question 3):</i></b></p> <div data-bbox="344 352 1928 1145" style="border: 1px solid black; padding: 10px;"> <p data-bbox="356 360 1883 424">(i) Place a tick above the <b>first occurrence of each correct verb</b> up to a maximum of <b>18 ticks</b> (details of how to award ticks are provided below)</p> <p data-bbox="356 427 1514 459">(ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below</p> <p data-bbox="748 496 1525 528" style="text-align: center;"><b>Conversion table for Accurate use of verbs (Question 3)</b></p> <table border="1" data-bbox="797 560 1476 1070" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="797 560 1137 612">Number of ticks</th> <th data-bbox="1137 560 1476 612">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="797 612 1137 665">18+</td> <td data-bbox="1137 612 1476 665">8</td> </tr> <tr> <td data-bbox="797 665 1137 718">16,17</td> <td data-bbox="1137 665 1476 718">7</td> </tr> <tr> <td data-bbox="797 718 1137 770">14,15</td> <td data-bbox="1137 718 1476 770">6</td> </tr> <tr> <td data-bbox="797 770 1137 823">12,13</td> <td data-bbox="1137 770 1476 823">5</td> </tr> <tr> <td data-bbox="797 823 1137 876">10,11</td> <td data-bbox="1137 823 1476 876">4</td> </tr> <tr> <td data-bbox="797 876 1137 928">8,9</td> <td data-bbox="1137 876 1476 928">3</td> </tr> <tr> <td data-bbox="797 928 1137 981">6,7</td> <td data-bbox="1137 928 1476 981">2</td> </tr> <tr> <td data-bbox="797 981 1137 1034">4,5</td> <td data-bbox="1137 981 1476 1034">1</td> </tr> <tr> <td data-bbox="797 1034 1137 1070">0,1,2,3</td> <td data-bbox="1137 1034 1476 1070">0</td> </tr> </tbody> </table> <p data-bbox="1352 1102 1917 1134" style="text-align: right;"><b>Total marks for Accurate use of verbs: 8</b></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><b>How to award ticks for <i>Accurate use of verbs</i> (Question 3):</b></p> <p><b>Both subject and verb must be correct for the verb to score a tick.</b><br/> <b>Subject (=noun or pronoun including article or possessive) + any finite verb</b><br/> <b>Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the ‘subject’</b><br/> <b>Minor spelling errors in the subject will be tolerated</b><br/> <b>Tolerate inaccuracies in the writing of <i>hamza</i> (ء)</b><br/> <b>Do not tick verbs contained in the ‘letter etiquette’:</b><br/> <b>appropriate beginnings and endings to letters are considered for reward under <i>Other linguistic features</i>.</b><br/> <b>Verb must be in the <u>appropriate tense</u> to score a tick (see session-specific tables on tenses)</b></p> <table border="1" data-bbox="344 630 1928 979"> <thead> <tr> <th data-bbox="344 630 875 683">Tick</th> <th data-bbox="875 630 1400 683">No tick</th> <th data-bbox="1400 630 1928 683">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 683 875 759">(✓)، أَلْعَبُ (✓)، تَلْعَبُ (✓) يَلْعَبُ</td> <td data-bbox="875 683 1400 759"></td> <td data-bbox="1400 683 1928 759"></td> </tr> <tr> <td data-bbox="344 759 875 836">لَعِبْتُ (✓1) لَعِبْتَ (✓1) لَعَبَ (✓)</td> <td data-bbox="875 759 1400 836"></td> <td data-bbox="1400 759 1928 836"></td> </tr> <tr> <td data-bbox="344 836 875 979">سوف أسافر (✓1)، سأكتب (✓1)،<br/>قد أرحل (✓)</td> <td data-bbox="875 836 1400 979"></td> <td data-bbox="1400 836 1928 979"></td> </tr> </tbody> </table> <p><b>Singular verb used correctly with the following plural noun subject</b></p> <table border="1" data-bbox="344 1115 1928 1324"> <thead> <tr> <th data-bbox="344 1115 875 1168">Tick</th> <th data-bbox="875 1115 1400 1168">No tick</th> <th data-bbox="1400 1115 1928 1168">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 1168 875 1244">يلعب (✓) الأولاد</td> <td data-bbox="875 1168 1400 1244">يلعبوا (no tick) الأولاد</td> <td data-bbox="1400 1168 1928 1244"></td> </tr> <tr> <td data-bbox="344 1244 875 1324">يأكل (✓) الأولاد ويلعبوا (✓)</td> <td data-bbox="875 1244 1400 1324"></td> <td data-bbox="1400 1244 1928 1324"></td> </tr> </tbody> </table> | Tick  | No tick | Note | (✓)، أَلْعَبُ (✓)، تَلْعَبُ (✓) يَلْعَبُ |  |  | لَعِبْتُ (✓1) لَعِبْتَ (✓1) لَعَبَ (✓) |  |  | سوف أسافر (✓1)، سأكتب (✓1)،<br>قد أرحل (✓) |  |  | Tick | No tick | Note | يلعب (✓) الأولاد | يلعبوا (no tick) الأولاد |  | يأكل (✓) الأولاد ويلعبوا (✓) |  |  |  |
| Tick                                       | No tick  | Note  |         |      |  |  |  |  |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
| (✓)، أَلْعَبُ (✓)، تَلْعَبُ (✓) يَلْعَبُ   |  |       |         |      |  |  |  |  |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
| لَعِبْتُ (✓1) لَعِبْتَ (✓1) لَعَبَ (✓)     |  |       |         |      |  |  |  |  |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
| سوف أسافر (✓1)، سأكتب (✓1)،<br>قد أرحل (✓) |  |       |         |      |  |  |  |  |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
| Tick                                       | No tick  | Note  |         |      |  |  |  |  |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
| يلعب (✓) الأولاد                           | يلعبوا (no tick) الأولاد   |       |         |      |  |  |  |  |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |
| يأكل (✓) الأولاد ويلعبوا (✓)               |  |       |         |      |  |  |  |  |  |  |  |  |  |      |         |      |                  |                          |  |                              |  |  |  |

| Question | Answer   |                           | Marks |         |      |                      |                           |  |  |  |
|----------|--|---------------------------|-------|---------|------|----------------------|---------------------------|--|--|--|
| 3        | <b>Feminine singular verb with non-human plural</b>  |                           |       |         |      |                      |                           |  |  |  |
|          | <table border="1"> <thead> <tr> <th data-bbox="344 279 875 331">Tick</th> <th data-bbox="875 279 1402 331">No tick</th> <th data-bbox="1402 279 1928 331">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 331 875 411">سبحت (✓) الأسماك</td> <td data-bbox="875 331 1402 411">سبحوا (no tick) الأسماك</td> <td data-bbox="1402 331 1928 411"></td> </tr> </tbody> </table>      | Tick                      |       | No tick | Note | سبحت (✓) الأسماك     | سبحوا (no tick) الأسماك   |  |  |  |
|          | Tick   | No tick                   |       | Note    |      |                      |                           |  |  |  |
|          | سبحت (✓) الأسماك   | سبحوا (no tick) الأسماك   |       |         |      |                      |                           |  |  |  |
|          |  |                           |       |         |      |                      |                           |  |  |  |
|          |  |                           |       |         |      |                      |                           |  |  |  |
|          | <b>Compound verbal expression</b>  |                           |       |         |      |                      |                           |  |  |  |
|          | <table border="1"> <thead> <tr> <th data-bbox="344 544 875 596">Tick</th> <th data-bbox="875 544 1402 596">No tick</th> <th data-bbox="1402 544 1928 596">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 596 875 676">كان يشرب (✓)(✓)</td> <td data-bbox="875 596 1402 676"></td> <td data-bbox="1402 596 1928 676"></td> </tr> </tbody> </table>                              | Tick                      |       | No tick | Note | كان يشرب (✓)(✓)      |                           |  |  |  |
|          | Tick   | No tick                   |       | Note    |      |                      |                           |  |  |  |
|          | كان يشرب (✓)(✓)  |                           |       |         |      |                      |                           |  |  |  |
|          |  |                           |       |         |      |                      |                           |  |  |  |
|          |  |                           |       |         |      |                      |                           |  |  |  |
|          | <b>With negative</b>   |                           |       |         |      |                      |                           |  |  |  |
|          | <table border="1"> <thead> <tr> <th data-bbox="344 809 875 861">Tick</th> <th data-bbox="875 809 1402 861">No tick</th> <th data-bbox="1402 809 1928 861">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 861 875 941">لم يكتب (✓) الوظيفة</td> <td data-bbox="875 861 1402 941">لم يكتب (no tick) الوظيفة</td> <td data-bbox="1402 861 1928 941"></td> </tr> </tbody> </table> | Tick                      |       | No tick | Note | لم يكتب (✓) الوظيفة  | لم يكتب (no tick) الوظيفة |  |  |  |
|          | Tick   | No tick                   |       | Note    |      |                      |                           |  |  |  |
|          | لم يكتب (✓) الوظيفة  | لم يكتب (no tick) الوظيفة |       |         |      |                      |                           |  |  |  |
|          |  |                           |       |         |      |                      |                           |  |  |  |
|          |  |                           |       |         |      |                      |                           |  |  |  |
|          | <b>Verb with appropriate possessive pronoun suffix</b>   |                           |       |         |      |                      |                           |  |  |  |
|          | <table border="1"> <thead> <tr> <th data-bbox="344 1074 875 1126">Tick</th> <th data-bbox="875 1074 1402 1126">No tick</th> <th data-bbox="1402 1074 1928 1126">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 1126 875 1206">أكلها (✓) / قرأه (✓)</td> <td data-bbox="875 1126 1402 1206"></td> <td data-bbox="1402 1126 1928 1206"></td> </tr> </tbody> </table>             | Tick                      |       | No tick | Note | أكلها (✓) / قرأه (✓) |                           |  |  |  |
|          | Tick   | No tick                   |       | Note    |      |                      |                           |  |  |  |
|          | أكلها (✓) / قرأه (✓)   |                           |       |         |      |                      |                           |  |  |  |
|          |  |                           |       |         |      |                      |                           |  |  |  |
|          |  |                           |       |         |      |                      |                           |  |  |  |

| Question                   | Answer   | Marks   |         |      |                       |                           |   |      |      |                      |  |      |         |      |                      |  |  |                            |  |  |  |
|----------------------------|--|---|---------|------|-----------------------|---------------------------|---|------|------|----------------------|--|------|---------|------|----------------------|--|--|----------------------------|--|--|--|
| 3                          | <p><b>Correct verb within meaningless statement</b></p> <table border="1"> <thead> <tr> <th>Tick</th> <th>No tick</th> <th>Note</th> </tr> </thead> <tbody> <tr> <td>أكل (✓) الولد التفاحة</td> <td>أكل (no tick) الولد البيت</td> <td>do not reward correct verb in a meaningless statement</td> </tr> </tbody> </table> <p><b>(a) Imperative</b></p> <table border="1"> <thead> <tr> <th>Tick</th> <th>Note</th> </tr> </thead> <tbody> <tr> <td>تعال (✓)، لاتلمس (✓)</td> <td></td> </tr> </tbody> </table> <p><b>(b) Infinitive</b></p> <table border="1"> <thead> <tr> <th>Tick</th> <th>No tick</th> <th>Note</th> </tr> </thead> <tbody> <tr> <td>أريد (✓) أن أذهب (✓)</td> <td></td> <td></td> </tr> <tr> <td>أريد (✓) أن تذهب (no tick)</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>(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.</b></p> <p>أحب (✓) السباحة. وأحب (no tick) التنس أيضاً.<br/>أحب (✓) السباحة. لا أحب (no tick) التنس.<br/>أحب (✓) السباحة. وأخي يحب (✓) التنس أيضاً.</p> | Tick  | No tick | Note | أكل (✓) الولد التفاحة | أكل (no tick) الولد البيت | do not reward correct verb in a meaningless statement | Tick | Note | تعال (✓)، لاتلمس (✓) |  | Tick | No tick | Note | أريد (✓) أن أذهب (✓) |  |  | أريد (✓) أن تذهب (no tick) |  |  |  |
| Tick                       | No tick  | Note  |         |      |                       |                           |   |      |      |                      |  |      |         |      |                      |  |  |                            |  |  |  |
| أكل (✓) الولد التفاحة      | أكل (no tick) الولد البيت  | do not reward correct verb in a meaningless statement |         |      |                       |                           |   |      |      |                      |  |      |         |      |                      |  |  |                            |  |  |  |
| Tick                       | Note   |   |         |      |                       |                           |   |      |      |                      |  |      |         |      |                      |  |  |                            |  |  |  |
| تعال (✓)، لاتلمس (✓)       |  |   |         |      |                       |                           |   |      |      |                      |  |      |         |      |                      |  |  |                            |  |  |  |
| Tick                       | No tick  | Note  |         |      |                       |                           |   |      |      |                      |  |      |         |      |                      |  |  |                            |  |  |  |
| أريد (✓) أن أذهب (✓)       |  |   |         |      |                       |                           |   |      |      |                      |  |      |         |      |                      |  |  |                            |  |  |  |
| أريد (✓) أن تذهب (no tick) |  |   |         |      |                       |                           |   |      |      |                      |  |      |         |      |                      |  |  |                            |  |  |  |

| Question | Answer  | Marks |  |      |  |     |  |     |   |     |   |     |  |   |   |    |
|----------|---|-------|--|------|--|-----|--|-----|---|-----|---|-----|--|---|---|----|
| 3        | <p data-bbox="320 217 1106 248"><b>3.3 – award a mark out of 12 for Other linguistic features</b></p> <p data-bbox="320 284 1211 316"><b>Generic mark scheme for Other linguistic features (Question 3):</b></p> <p data-bbox="353 368 1877 432">(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 data-bbox="723 437 1547 469"><b>Grade descriptors for Other linguistic features (Question 3)</b></p> <table border="1" data-bbox="468 469 1805 1289"> <tbody> <tr> <td data-bbox="472 472 600 619">11–12</td> <td data-bbox="600 472 1800 619">(i) Uses a wide range of structures effectively; produces longer, fluent sentences with ease.<br/>(ii) Highly accurate at this level, though not necessarily faultless.<br/>(iii) Makes effective use of a wide range of vocabulary fully appropriate to the task.</td> </tr> <tr> <td data-bbox="472 619 600 746">9–10</td> <td data-bbox="600 619 1800 746">Attempts a range of structures with a good degree of success.<br/>More complex language usually error-free.<br/>Uses a variety of relevant vocabulary at this level.</td> </tr> <tr> <td data-bbox="472 746 600 906">7–8</td> <td data-bbox="600 746 1800 906">In control of simple structures. Varied success with more complex structures.<br/>Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.<br/>Has sufficient vocabulary to add some interest to the writing.</td> </tr> <tr> <td data-bbox="472 906 600 1034">5–6</td> <td data-bbox="600 906 1800 1034">Attempts more than basic structures.<br/>On balance the work is more accurate than inaccurate.<br/>Straightforward vocabulary relevant to the task.</td> </tr> <tr> <td data-bbox="472 1034 600 1161">3–4</td> <td data-bbox="600 1034 1800 1161">Reliant on basic structures.<br/>Some examples of correct language. Meaning usually conveyed.<br/>Basic vocabulary.</td> </tr> <tr> <td data-bbox="472 1161 600 1241">1–2</td> <td data-bbox="600 1161 1800 1241">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="472 1241 600 1286">0</td> <td data-bbox="600 1241 1800 1286">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> | 11–12 | (i) Uses a wide range of structures effectively; produces longer, fluent sentences with ease.<br>(ii) Highly accurate at this level, though not necessarily faultless.<br>(iii) 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.<br>More complex language usually error-free.<br>Uses a variety of relevant vocabulary at this level. | 7–8 | In control of simple structures. Varied success with more complex structures.<br>Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.<br>Has sufficient vocabulary to add some interest to the writing. | 5–6 | Attempts more than basic structures.<br>On balance the work is more accurate than inaccurate.<br>Straightforward vocabulary relevant to the task. | 3–4 | Reliant on basic structures.<br>Some examples of correct language. Meaning usually conveyed.<br>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. | 12 |
| 11–12    | (i) Uses a wide range of structures effectively; produces longer, fluent sentences with ease.<br>(ii) Highly accurate at this level, though not necessarily faultless.<br>(iii) 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.<br>More complex language usually error-free.<br>Uses a variety of relevant vocabulary at this level.  |       |  |      |  |     |  |     |   |     |   |     |  |   |   |    |
| 7–8      | In control of simple structures. Varied success with more complex structures.<br>Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.<br>Has sufficient vocabulary to add some interest to the writing.  |       |  |      |  |     |  |     |   |     |   |     |  |   |   |    |
| 5–6      | Attempts more than basic structures.<br>On balance the work is more accurate than inaccurate.<br>Straightforward vocabulary relevant to the task.   |       |  |      |  |     |  |     |   |     |   |     |  |   |   |    |
| 3–4      | Reliant on basic structures.<br>Some examples of correct language. Meaning usually conveyed.<br>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 |
|----------|--|-------|
| 3        | <p>(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> <li>Adjectives, including possessives and demonstratives. Also comparatives and superlatives</li> <li>Pronouns other than subject pronouns, e.g. object pronouns (قال لي / قال له) and demonstrative pronouns ( هذا / هذه)</li> <li>Negatives</li> <li>Interrogatives</li> <li>Use of correct <i>iDaafa</i> construction</li> <li>Linking of nouns with لـ in quasi-possessive construction</li> <li>Case endings for dual (ان / ين)</li> <li>Case endings for sound masculine plural (ون / ين)</li> <li>Use of broken plural</li> <li>Use of accusative <i>alif</i> (أ)</li> <li>A variety of prepositions and adverbs (except جداً)</li> <li>Expressions of quantity :time and numbers</li> <li>Linking words (لسوء الحظ، على كل حال etc.) and conjunctions other than و</li> <li>Subordinate clauses, including لأن التي، الذي (relative pronouns). Indirect or reported speech (قال ذلك، أظن ذلك).</li> <li>Time clauses with عندما، بينما etc. and إذا</li> <li>Appropriate writing style (e.g. letter, article, narrative/descriptive)</li> </ul> <p style="text-align: right;"><b>Total mark for Other linguistic features: 12</b></p> |       |

| Question  | Answer | Marks |
|---|--------|-------|
| <p><b>Note on using mark schemes with Grade descriptors</b></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> <ul style="list-style-type: none"><li>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.</li><li>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.</li></ul> <p><b>Note on irrelevant material</b></p> <p>In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. These are extremely rare. The genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.</p> |        |       |