

ARABIC

Paper 0544/21
Reading

Key messages

In their preparation for this paper, candidates are expected to:

demonstrate knowledge of a range of vocabulary relating to topics encountered in daily life
be able to communicate information using straightforward vocabulary, structures and verbs.

General comments

The majority of candidates performed very well this year demonstrating a good understanding of vocabulary, grammatical structures and general comprehension. Where some candidates struggled was mainly in **Sections 2** and **3**, which involve understanding a longer text in the target language. For this reason, a focus on learning synonyms and answering comprehension questions is highly recommended.

Comments on specific questions

Section 1

Exercise 1, Questions 1–5

Most candidates answered these questions correctly. Very few candidates answered **Question 1** (hobbies) wrong and few responded wrong to **Question 5** because they chose option **B** instead of option **C**, i.e. they chose the picture of a 'farm' instead of a 'forest'. So, a general focus on learning vocabulary of different topics (with pictures) is beneficial.

Exercise 1, Questions 6–10

The questions in this matching task were generally handled well and the candidates answered most questions correctly. Again, a small number of candidates chose the wrong answer for **Question 6** (vocabulary relating to posting a letter).

Exercise 3, Questions 11–15

Most of these multiple-choice questions were answered correctly. Candidates did extremely well in this exercise. **Question 12** was occasionally answered incorrectly. So, a focus on learning 'friends and family relations' vocabulary is recommended.

Section 2

Exercise 1, Questions 16–20

Some candidates did not respond well to this exercise mainly due to a lack of understanding synonyms and opposites. **Questions 16, 17** and **19** were not answered correctly in some cases. It is, therefore, recommended that candidates practise reading short texts and focus on replacing certain words with something equivalent. This can be a useful and fun class exercise.

Exercise 2, Questions 21–29

In the main, many candidates did well in this exercise and scored full marks. **Question 23** proved to be the most challenging. Some candidates answered this question without referring to the text. The question is ‘Who participates in this event?’ and the answer was ‘universities of neighbouring cities’. Instead of giving this answer, some candidates answered ‘my friend’, ‘my brother’ and so on. Candidates need to be reminded to read the text closely and only answer questions *from* the text. In addition to this, **Question 25** ‘what is the duration of the race?’ was not always answered correctly, so a focus on learning ‘time phrases’ is highly recommended.

Section 3

Exercise 1, Questions 30–34

Most candidates did very well in this exercise, although some candidates did not identify all the correct true/false statements and as a result lost the mark for the justification, where applicable. **Question 34** and **Question 34 (j)**, in particular, were answered correctly by the strongest candidates.

Exercise 2, Questions 35–39

Most candidates did well in this exercise and some scored full marks. At this final stage in the exam paper, some candidates had no responses, which could indicate they ran out of time. Training in time management is essential.

Also, where a question has a two-part answer, candidates need to be clear about their answer by specifying each answer on each line in order to score a full mark. Sometimes, candidates gave two correct answers on one line and then gave a third incorrect answer on the second line. As per instructions in the Mark Scheme, a candidate can only be awarded one mark in this scenario. This was evident in **Question 36** in this year’s paper.

Generally speaking, candidates could benefit from enhancing their vocabulary and comprehension skills by engaging in more contextual reading.

In summary, the performance of most candidates is evidence of a strong effort by teachers and candidates in teaching/learning the language and responding well to different topics. Candidates could still further benefit from extensive reading and revising the grammatical structure of the language.

ARABIC

Paper 0544/22
Reading

Key messages

In their preparation for this paper, candidates are expected to:

demonstrate knowledge of a range of vocabulary relating to topics encountered in daily life
be able to communicate information using straightforward vocabulary, structures and verbs.

General comments

Generally speaking, most candidates did extremely well by answering the majority of the questions correctly. Where candidates did not score highly, they could benefit from reading more widely in the target language, as this would help them feel more confident when responding to **Sections 2** and **3** of this paper. Also, candidates who lost some marks were those whose responses contained errors in not understanding specific vocabulary in **Section 1**.

Comments on specific questions

Section 1

Exercise 1, Questions 1–5

Most candidates answered these discrete questions correctly and achieved the full mark. For some, **Question 1** was slightly confusing ما هي مهنة عمي؟ Some candidates chose the picture of an engineer or a policeman instead of a carpenter; **Question 3** أنا مريض جداً very few candidates chose the picture of a beach instead of a hospital; **Question 4** ماذا أحب؟ - the answer should be Chemistry, instead few candidates responded by choosing the picture of reading or sports. Candidates therefore could benefit from being trained more on vocabulary related to professions, names of places and school subjects.

Exercise 2, Questions 6–10

The questions in this matching task were handled extremely well.

Exercise 3, Questions 11–15

The candidates did very well in these multiple-choice questions and answered the questions correctly. Very few candidates chose the wrong answer for **Question 11** and **Question 15**.

Section 2

Exercise 1, Questions 16–20

Most candidates responded well to this exercise but very few struggled with identifying the correct answers to **Question 16**, **Question 17** and **Question 18**. Therefore, a focus on learning about synonyms is highly recommended.

Exercise 2, Questions 21–29

In general, most candidates answered these questions correctly and demonstrated a good understanding of the text. Where some candidates lost marks was due to not giving a full answer to **Question 21**, for example, by saying لأن هذه هوايته which implies his hobby is attending train shows, which is incorrect, instead of saying لأن هوايته هي جمع لعب أشكال القطارات. Also, although most candidates answered **Question 23** correctly some said Britain instead of the city 'Cornwall', which is in Britain. It is all down to understanding the question which specifically asks for the city, and not the country.

Section 3

Exercise 1, Questions 30–34

The majority of candidates responded very well to this exercise and displayed a good understanding of reading a long text. However, some weaker candidates ticked the wrong True/False box which resulted in some 'No Responses' to some justifications. **Question 34**, in particular, proved to be tricky to some candidates as they either ticked the wrong True/False box or gave the wrong justification by writing كاتب instead of كتاب. The statement is false because the answer is جائزة أحسن كتاب. Correct spelling in such instances is essential.

Exercise 1, Questions 35–39

Most candidates responded well to this exercise. Few got the answer to **Question 35** wrong by answering البدو instead of منطقة الجزيرة العربية. It is important that candidates are trained to carefully manage their time as, at this late stage in the paper, some candidates did not seem to have carefully read a few questions. For example, **Question 38** is about the difference in the **distance** between camel and horse racing, and a good number of candidates answered about the difference in **speed** instead.

Overall, the centres have prepared their candidates very well for this reading exam.

ARABIC

Paper 0544/23
Reading

Key messages

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demonstrate knowledge of a range of vocabulary relating to topics encountered in daily life
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General comments

The majority of candidates performed very well this year demonstrating a good understanding of vocabulary, grammatical structures and general comprehension. Where some candidates struggled was mainly in **Sections 2** and **3**, which involve understanding a longer text in the target language. For this reason, a focus on learning synonyms and answering comprehension questions is highly recommended.

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Exercise 1, Questions 6–10

The questions in this matching task were generally handled well and the candidates answered most questions correctly. Again, a small number of candidates chose the wrong answer for **Question 6** (vocabulary relating to posting a letter).

Exercise 3, Questions 11–15

Most of these multiple-choice questions were answered correctly. Candidates did extremely well in this exercise. **Question 12** was occasionally answered incorrectly. So, a focus on learning 'friends and family relations' vocabulary is recommended.

Section 2

Exercise 1, Questions 16–20

Some candidates did not respond well to this exercise mainly due to a lack of understanding synonyms and opposites. **Questions 16, 17** and **19** were not answered correctly in some cases. It is, therefore, recommended that candidates practise reading short texts and focus on replacing certain words with something equivalent. This can be a useful and fun class exercise.

Exercise 2, Questions 21–29

In the main, many candidates did well in this exercise and scored full marks. **Question 23** proved to be the most challenging. Some candidates answered this question without referring to the text. The question is ‘Who participates in this event?’ and the answer was ‘universities of neighbouring cities’. Instead of giving this answer, some candidates answered ‘my friend’, ‘my brother’ and so on. Candidates need to be reminded to read the text closely and only answer questions *from* the text. In addition to this, **Question 25** ‘what is the duration of the race?’ was not always answered correctly, so a focus on learning ‘time phrases’ is highly recommended.

Section 3

Exercise 1, Questions 30–34

Most candidates did very well in this exercise, although some candidates did not identify all the correct true/false statements and as a result lost the mark for the justification, where applicable. **Question 34** and **Question 34 (j)**, in particular, were answered correctly by the strongest candidates.

Exercise 2, Questions 35–39

Most candidates did well in this exercise and some scored full marks. At this final stage in the exam paper, some candidates had no responses, which could indicate they ran out of time. Training in time management is essential.

Also, where a question has a two-part answer, candidates need to be clear about their answer by specifying each answer on each line in order to score a full mark. Sometimes, candidates gave two correct answers on one line and then gave a third incorrect answer on the second line. As per instructions in the Mark Scheme, a candidate can only be awarded one mark in this scenario. This was evident in **Question 36** in this year’s paper.

Generally speaking, candidates could benefit from enhancing their vocabulary and comprehension skills by engaging in more contextual reading.

In summary, the performance of most candidates is evidence of a strong effort by teachers and candidates in teaching/learning the language and responding well to different topics. Candidates could still further benefit from extensive reading and revising the grammatical structure of the language.

ARABIC

Paper 0544/03
Speaking

Key messages

In preparing for, and conducting, the IGCSE Arabic Speaking examination, centres should bear the following pointers in mind.

- It is strongly recommended that all examiners watch the instructive video on the following link **before conducting the exam** <https://www.youtube.com/watch?v=CGBtY5YGmAM>
- **Modern Standard Arabic** should be used by both Teacher/Examiner and candidate during the examination.
- Careful preparation for the speaking exam by teacher/examiners is essential.
- Candidates must have one role play card to study for 15 minutes (preparation time) just before the exam begins.
- Examiners must use the nine cards in rotation, so candidates do not all do the same role plays.
- Candidates entering this examination must know and prepare in advance a topic presentation of their choice.
- Examiners are not allowed to offer the candidates several topics to choose from at the time of the examination as the topic presentation should be prepared well in advance.
- Candidates **must not choose** “myself” or “my life” for their topic presentation as these can overlap the general conversation.
- It is **not advisable** for all candidates in the same centre to choose the same topic for their presentation.
- Teacher/Examiners **should not change any of the role play tasks** as set out in the Teachers’ Notes booklet.
- Teacher/Examiners can prompt to allow the candidate to clarify if candidates omit an element of a role play task.
- Each candidate’s Speaking Examination **must consist of three parts in one recording file:**
- Role play A and B (from the same role play card given to the candidate for 15 minutes preparation).
- Topic presentation (should be prepared and chosen by the candidate well in advance of the exam and should not exceed 2minutes) + topic conversation (follow up questions focused on the candidate’s presentation where it has both some unprepared open ended questions and some unexpected questions as well).
- General conversation (a discussion around 2/3 topics that **should be chosen by the Examiner** and where it has both some unprepared open ended questions and some unexpected questions as well).
- **Exam sections** must be conducted in the **same order as it is shown in the teachers’ notes** (part one: role plays, part two: topic presentation followed by spontaneous questions related to the topic and finally part three: general conversation).
- On the Topic presentation, once the candidate has presented his/her chosen topic for 1–2 minutes, the rest of the 5 minutes should be spent discussing the topic. The candidate should not be left to speak for their chosen presentation for more than 2 minutes.
- Questions should be more open-ended and probing, allowing candidates to justify opinions and show a wider range of structures.
- Teacher/Examiners should **ensure** they ask **questions which give candidates the opportunity to use past and future tenses** in each of the conversation sections.
- Teacher/Examiners are encouraged to make it very clear to candidates when they were moving from one section of the examination to the next. This helps to put candidates at their ease. The transitions can be managed easily by using a phrase such as: ‘سننتقل الآن إلى الجزء الثالث من الامتحان: المحادثة العامة.’
- It is advisable to vary the topics covered in the general conversation with each candidate.
- Candidates should be asked both expected and unexpected questions.
- Where centres make use of digital recording software, **each candidate’s file must be saved individually** and saved as **.mp3** so that it can be accessed for the purposes of moderation
- Before submitting CDs/USBs to Cambridge, please check to make sure that all recordings are audible



- Please note, once a candidate's examination has begun, **the recording should not be stopped or paused between elements of the examination**, but should run continuously until the end of that candidate's examination.
- Teacher/Examiners must adhere to the timings in the Teachers' Notes booklet

General comments

This paper is common to all candidates. Cambridge Moderators heard the full range of candidate performance submitted by centres.

Candidate performance

Although the conduct of this exam has improved in some centres, overall it is still the same as last year in other centres. Some centres are still missing out role play tasks, especially the task where the candidates have to answer the question asked by the examiner. Some centres changed or replaced the role play tasks with alternative ones and created more tasks.

There were some excellent candidates with very strong responses to all the role play tasks. Some candidates were disadvantaged by: examiners who were not trained enough to prompt candidate to help him/her to gain marks; examiners who were skipping tasks, replacing tasks with alternative ones; or examiners who provided the answers instead of the candidate especially in the last task in each role play.

Candidates who performed very well on this paper covered all sections of the two role plays (A and B), presented a topic of their own choice, allowed maximum of two minutes and minimum of one minute to speak on their chosen topic presentation without any interference from the examiner, and responded to questions on their topics in a spontaneous and natural manner for 3 – 4 minutes. The general conversation section for strong candidates lasted for about 5 minutes, they answered a series of linked questions on two or three topics including opinions and justifications, they used more difficult structures and developed their answers with a variety of tenses, they conveyed both past and future meaning and responded satisfactory to both expected and unexpected questions in both conversations (TC and GC).

It is essential that all candidates practice for the speaking exam and this should be done as part of their classroom activity. There was some evidence that there were some regular speaking practice activities done by some centres as some of the candidates that we listened to their exams were familiar with the requirements of the Speaking examination. In such centres, the teacher/examiner conducting the examination had prepared the role plays well, enabled candidates to show that they could communicate in a variety of everyday situations.

Candidates gained marks by following their cues and answering concisely in the role plays section. They were aware of the need to respond to unexpected questions on the conversation sections. The teacher/examiner managed a smooth transition to the conversation sections and then pitched questions at a level appropriate to the candidate, while bearing in mind the descriptors of the mark scheme. Conversations were natural and candidates were given the opportunity to work in a variety of tenses, using a range of structures and vocabulary and covering a selection of different topics across both conversation sections.

In general, Moderators noticed that some teachers/examiners still need to familiarize themselves well with 'the Teacher's Notes', 'the instruction video', the working mark sheet and the 0544 syllabus before the exam in order to conduct the exam correctly. This is in addition to the marking scheme for the exam as it does not contain half marks and the Impression mark is not worth more than 10 marks.

Teachers/examiners should appear interested in the candidate presentation and listen carefully in order to ask questions that do not require the candidate to repeat information from their topic. They also need to prepare a bank of straightforward questions in many topics as well as unexpected ones for their own use during the exam. The follow up question in the topic presentation should focus more closely on the candidate's chosen topic. However, if the same banks of questions which have been used in class, are used in the examination, there is little opportunity for spontaneous conversation. A more effective approach is for teachers/examiners to keep eye contact with candidates, listen to what they have to say, and respond accordingly. It is also very useful also to give the candidates the opportunity to think after asking a question without interfering or rephrasing the question unless the candidate requests as such. **It is worth noting that this exam assesses the candidates' ability to speak in Modern standard Arabic (MSA), so all the questions asked should be in MSA and the candidates should also speak in MSA.** The exam also does

not assess candidates' general knowledge, so teachers/examiners should avoid general knowledge questions and focus on questions that allow candidates to use past and future tenses.

Teachers/Examiners should not interfere during the candidate's presentation unless he/she speaks for more than two minutes. Centres need to work towards achieving greater spontaneity during the exam and to give the candidates the chance to talk freely and show that they can speak clearly, provide explanations, justify opinions, use a range of language, structures and use past and future tenses accurately.

Conduct of the examination

Some examiners used good techniques to put candidates at ease as they started the exam by explaining the three parts of the test, then they introduced each role play, they stuck to the role play tasks, they repeated/rephrased the prompt given on the script and they guided the candidate back to any missing part by repeating the question. Good examiners listened carefully and with interest to the candidate presentation only interfering at the appropriate time to discuss the presentation using some searching questions which prompted opinions, justification of answers and different tenses.

Other examiners worked hard to get the best out of the candidates, especially the weaker ones and made sure to ask past and future questions in the TC and GC sections. Nevertheless, some examiners did not support their candidates enough, which impacted their final mark. The timings for the topic presentation/conversation and the general conversation were about right with some of the candidates; however, some examiners did not manage to keep the right time for each part of the exam as they were either too long or too short.

The transition from topic presentation/conversation to general conversation was absent in some centres' exams. Few examiners used questions in the general conversation from the same areas that was already covered in the topic presentation. Some teachers/examiners did not read the script verbatim, which resulted in the candidate receiving the wrong prompt that caused confusion.

Some examiners created extra tasks by adding more questions to the role play. Few centres missed out either the topic presentation, the topic conversation or the general conversation. Disappointingly, the examiners who changed the role-play tasks, missed out some essentials tasks in the role plays that negatively affected the candidate marks.

Some examiners used very demanding questions to test the candidates' general knowledge. Teachers/examiners must bear in mind that the speaking exam tests the candidates' communication, in modern standard Arabic, their ability to justify their answers, express their opinions, their capability to use wide range of structures, vocabulary, idiom and accurate use of past and future tenses.

From listening to the samples sent for the speaking exams Moderators noticed that: some examiners made effort to ask questions using the past and future tenses in either the topic presentation conversation or in the general conversation and some did not. It seems that some examiners were not aware of the importance of tenses (past and future) during the two conversation sections as they did not ask any question to give the candidates the chance to produce answers using past and future tenses in order to get score above six marks.

Centres are reminded that if a section is forgotten and not conducted, **no marks can be awarded**. All examiners should read the guidelines very well – every year – before conducting the test, even if they have been doing it for a very long time.

Teacher/examiners are reminded that the IGCSE Arabic speaking examination consists of three sections:

- (1) Part One is two role plays– Role play A and Role play B, lasting for about five minutes.
- (2) Part Two starts with a presentation by the candidate on a topic of his/her choice. The teacher/examiner must allow the candidate to speak for about 2 minutes on his/her prepared topic and then follow this up with specific spontaneous questions related to the candidate's topic and not already covered in the presentation. This section of the examination should last for about five minutes in total.
- (3) Part Three of the examination is a spontaneous conversation of a more general nature and should not cover areas already covered in the topic conversation, lasting for about five minutes.

Some well-trained teacher/examiners followed the instructions entirely and rephrased questions that the candidate was unsure about. Some of the examiners were consistent in prompting their candidates to expand their answers. Although it is evident that many centres have worked hard to meet the standards, there is still room for improvement. For instance, they need to ask more probing questions to encourage the use of a variety of structures and tenses from the candidate.

Preparation time

Teacher/Examiners should ensure that they are familiar with the requirements of the Speaking examination before embarking on any examining. Where this worked well, Teacher/Examiners were familiar with the instructions, paperwork, the role play situations and their role in them. As a result, they followed the role play cues/script provided in the Teachers' Notes booklet and did not confuse candidates by omitting one or more of the prescribed tasks and/or inserting extra tasks.

Teacher/Examiners are reminded that they should cue all tasks as specified in the role plays, that no section of the examination should be omitted, that they should keep to the stipulated timings of 5 minutes per conversation section, and that they should give candidates the opportunity to respond in a range of tenses and to unexpected as well as predictable questions in both conversation sections.

Some Teacher/Examiners are to be commended on their careful preparation of the role plays. Some, however, had not familiarised themselves sufficiently with the role plays and either missed out certain tasks or created new tasks. In such cases, candidates could not be awarded marks for tasks they had not attempted.

Timings

It is essential to give candidates 15 minutes preparation time **just before their Speaking examination** and not during the exam. The preparation time does not need to be recorded.

It is helpful to candidates to know before the examination that each of the two conversation sections will last for five minutes. Teacher/Examiners should then adhere to these timings during the examination. In the Topic Presentation, it is always good practice to stop a candidate after they have presented for two minutes and to start to ask questions. The stipulated timings were often not observed and this can have a detrimental effect on candidates' performance: a Speaking examination that is too short may not allow a candidate enough time to demonstrate his/her abilities, and a Speaking examination that is too long may cause the candidate to become tired and therefore increase his/her chance of making errors.

Transition between different sections of the Speaking examination

Teacher/Examiners are encouraged to make it very clear to candidates when they were moving from one section of the examination to the next. This helps to put candidates at their ease. The transitions can be managed easily by using a phrase such as "سوف ننقل الآن إلى الجزء الثالث من الامتحان: المحادثة العامة".

The candidate's exam recording should not be stopped or paused between elements of the examination but should run continuously until the end of that candidate's examination.

Questioning technique

The teacher/examiner must stretch the candidate to show opinions, justifications and past and future meaning. Questions should include 'how, why, when, tell me more about...' in both of the conversation sections.

Although some examiners were generally good and consistently asked questions to elicit past and future tenses, some failed to ask questions with both tenses and the approach was not consistent with others.

Recorded sample: quality and composition

All centres are required to select a range of sample recordings for external moderation, as instructed in the teachers' notes booklet to enable the Moderator to check the fairness and accuracy of the application of the scheme throughout the centre's mark range.

Centres with more than one teacher/examiner (usually centres with large numbers of candidates) must request permission from Cambridge to conduct and assess speaking tests. A copy of this permission must

then be enclosed with the sample for external moderation. In addition, centres are required to enclose a detailed explanation of internal moderation procedures with the sample. The sample should, wherever possible, include examples from each teacher/examiner. Centres should not select and submit a full recorded sample per teacher/examiner. They should include equal numbers of recordings from each Teacher/examiner.

Although most of the centres sent the appropriate sample some did not due to the following:

- The top mark was not sent.
- The bottom mark was not sent.
- Some of the first 10 candidates on MS1/register were not all sent.
- The appropriate sample was sent but it did not represent all the examiners.
- Some examiners conducted more exams than others and it was very difficult to moderate a sample from all examiners; all examiners need to distribute the candidates' exams equally between them especially the first 10 on MS1/register as it needs to be done by more than one examiner.

Very few centres submitted a blank CD. Centres are reminded to check that the recordings are present on the CD, that all parts of the examination have been recorded, and that all recordings are audible before sending it to Cambridge. File must be saved individually and saved as mp3.

In general, the quality of the recordings was satisfactory, largely due to the more widespread use of digital technology. However, centres are reminded to check the position of microphones and the quality of the recording, both during the examinations (between candidates) and before samples are despatched to Cambridge. Centres should ensure well in advance of the speaking examination that a suitably quiet room will be available. Rooms, which are too close to a playground, recreation room or noisy classroom, are to be avoided. It is essential to exclude unnecessary background noise, e.g. phones, bells ringing, shuffling of papers nearer to the microphone.

The best quality recordings were produced in small rooms in which mobile phones had been switched off and which were not situated close to noisy areas. Where recordings are saved as mp3 files, please ensure that these have been labelled in accordance with the naming convention stipulated in the Teachers' Notes booklet. Please read and prepare for the exam carefully as there is no group discussion in any of the conversations. Please make sure to record each candidate exam on a separate file (each candidate's exam should be recorded on one file only). Please ensure that before each examination, the teacher/examiner announces the candidate name, number and role play card number. Please remember to identify all candidates on the recording and mark sheets, using their official examination number. Note that once an examination has begun, the recording should not be stopped or paused between elements of the examination but should run continuously until the end of that candidate's examination.

Coversheet for moderation sample

Although most of the centres submitted the cover sheet with their moderation sample, some forgot to include it. This is provided in the Teachers' Notes booklet and should be completed in the centre and submitted together with the recorded sample and other paperwork.

Overall the range of samples has been appropriate although some centres failed to adhere to the guide line specifying that they should send the first 10 in alphabetical order and the other six spread over the range: top, middle and bottom.

Internal moderation

Centres with a large number of candidates are reminded that they must seek permission from Cambridge before the start of the speaking test period if they wish to use more than one teacher/examiner. To assist centres in their internal moderation procedures, Cambridge has produced guidelines on how to carry out the Internal Standardisation/Moderation of Cambridge IGCSE foreign language Speaking examinations, which are sent once permission has been granted.

Where permission has been granted, the coordinating teacher/examiner is responsible for checking that the mark scheme has been applied consistently by all of the teacher/examiners in the centre. If a particular teacher/examiner's marking is judged by his/her colleagues to be out of line with the other marking at the centre, the marks for candidates examined by that teacher/examiner must be adjusted on **both the Working Mark Sheet and on the MS1** before paperwork is submitted to Cambridge.

Clerical errors

A very small number of clerical errors were noted this year: a few with wrong addition, one or two centres which used half marks, and some with the wrong transfer of mark from the work mark sheet to the MS1. Centres are reminded to check all additions and transcriptions very carefully before submitting their materials to Cambridge and to also submit the breakdown of marks in case of a mark revision as well as the total mark.

Please note that the marks entered on the MS1/computer should be the same as the ones shown on the Working Mark Sheet. Please remember that the mark scheme does not contain any half marks.

Examiners should also familiarize themselves with the marking for each task on the working mark sheet. The total of the whole exam is 100 marks. Each task on the role play worth 3 marks, each task for the topic presentation/topic conversation worth 15 marks, and each task on the general conversation worth 15 marks then finally the last mark for the impression worth 10 marks.

Administration

Overall the administrative tasks relating to the speaking examination were completed correctly. When despatching the materials to Cambridge, please ensure that a copy of the completed working mark sheet(s) is enclosed in the parcel, together with the register, the MS1 and the recording.

When completing the MS1, please make sure to enter clearly the final mark in figures as well as shading the lozenges. Please submit the break of marks for any revised total.

Application of the mark scheme

Generally, some centres' marking was close to the agreed standard although sometimes adjustments were necessary. Where centres required considerable adjustment, this was usually due to one of the following:

Role Plays

- Candidates were awarded marks for Role Play tasks which had not been attempted or which were only partially completed.
- The role plays were not introduced by the examiner causing confusion for the candidate.
- Teacher/examiner forgot to conduct one or two essential tasks that the candidate could not complete without the teacher's role.
- The teacher/examiner did not prompt or give clarification when asked.
- The teacher/examiner using half mark and the mark scheme does not contain half marks.
- Candidates were awarded marks for a role play tasks that were missing and should have 0 as the tasks were not attempted.
- Candidates were allowed to choose from the role play cards, and they ended up choosing tasks from one section only and not the other (both role plays were from A and not B).
- Candidates were not given 15 minutes preparation for the role plays.
- Some examiners did not stick to the prompts in the role play cards and created some unnecessary tasks.
- Examiner took on the candidate role, and that should not happen as the role plays are designed to examine the candidate and not the examiner.

Topic Presentation/Topic Conversation

- The column for this task was left blank as it was not attempted.
- Either the topic presentation was not conducted, or the topic conversation is not attempted.
- Some candidates are not informed or aware that they need to prepare a presentation in advance.
- The topic presentation was conducted, but the candidate was left to speak for long time (passed the two minutes allowed) and the examiner did not interfere after two minutes to discuss his/her presentation.
- Candidates were not given the opportunity to present a topic of their own and found it difficult to complete the task.
- Examiner asked general knowledge questions that are not required in this exam.

- Candidates were interrupted too soon with some questions or explanation before even talking for one minute
- Examiner repeated and correcting what candidate said. (examiners should not correct candidates)
- Candidates were not given the opportunity to use past and future tenses.
- Examiner did not ask any past or future questions.
- The brevity of the presentation and the discussion.
- Examiner asking closed question with yes and no answer, that did not benefit the candidate to gain marks as their answers were too short, not showing justifications.

General conversation

- The column for this mark was left blank as it was not attempted.
- There was no distinction between topic presentation/conversation and general conversation.
- One topic area only used in the general conversation which is the same as the presentation one.
- The award of marks for some sections was more than the agreed standard.
- The brevity of the conversation sections meant that candidates did not have the opportunity to demonstrate the range of vocabulary and structures required to score marks in the top bands
- The teacher/examiner completed the task for the candidate.
- The award of high marks for the conversation section although the candidates did not convey past and future meaning accurately
- The award of a fraction of mark while the mark scheme does not contain any half marks.
- Candidates did not have the opportunity to develop their answers and thus use more complex structures
- The teacher/examiner completed the task for the candidate.
- Over demanding questions were asked where it was difficult for the candidate to answer.
- Past and future questions were not asked.
- Past and future questions were asked but candidate answered either without using any verbs or in present.
- Examiner was talking most of the time and candidate did not have the opportunity to express themselves.

Impression

- The award of marks that was more than the agreed standard.

Comments on specific tasks

Role plays

This section of the test was very well conducted when teacher/examiners followed the script provided in the Teachers' Notes booklet. Teacher/Examiners are reminded of the need for careful preparation. When the stipulated tasks are changed or omitted and/or extra tasks are added, this will confuse candidates. **Marks can only be awarded for completing the tasks as presented on the role play cards.** Candidates should be trained to include a greeting and thanks where appropriate. Centres are reminded that on some tasks a short response may be sufficient to attract a mark of three. Although full sentences with a conjugated verb are often not required to complete a task, should a verb be used by the candidate it must be correct for a mark of three to be appropriate. If the verb is incorrect, the maximum mark that can be awarded for the task is two. Ambiguous pronunciation should be queried because Communication may be affected when pronunciation is unclear. Candidates are allowed to self-correct but cannot be given marks if the teacher/examiner completes the task for them (e.g. if the teacher/examiner provides an item of vocabulary which the candidate merely repeats).

If a candidate misses out a task, the teacher/examiner should try to naturally guide him/her back to it. Some teacher/examiners did not introduce role plays, and others created additional role play tasks. In the interests of international standards, and in fairness to candidates, teacher/examiners should not miss out parts of the role play tasks, nor replace parts with alternative or different tasks.

If only one part of a task is completed, only one mark can be awarded. Please remember that the mark scheme does not contain any half marks and that a maximum of three marks can be awarded for each task in the role plays. Where a candidate makes no response to a task, no marks can be awarded for that task.

The teacher/examiner should not offer vocabulary items or options, unless these appear in the Teachers' Notes – candidates must be allowed to work for their marks.

Each candidate should be examined in two role play situations (one 'A' role play and one 'B' role play), using one role play card only, which should be selected at random by the teacher/examiner from the cards supplied by Cambridge. **Candidates are not permitted to choose from the role play cards.** Candidates should be given 15 minutes' preparation time just before the examination to allow them to familiarise themselves with the settings of the role plays.

A Role Plays

Role plays A are intended to be easier than role play B. Most centres conducted this part of the exam successfully. Few centres formed new tasks and a very small number of centres examined the candidates from one role play only which affected the candidates' marks as they were awarded marks for one role play.

B Role Plays

Role plays B are more challenging, and they required candidates to respond naturally to an unexpected question, provide a reaction to a situation, and operate in a tense other than the present tense. Most centres also conducted this part of the examination well but very few centres made new tasks and a few chose to examine the candidates on this role play only which also affected the candidates' marks as they were awarded marks for only one role play. Candidates should not be allowed to choose from role play cards; they should be handed one role play card only and examined from both role play **section A** and **B**.

Topic Presentation and Conversation

In the samples heard, many candidates had chosen a wide variety of topics for their topic presentation. In very few centres, the range of topics presented by candidates was too narrow. Some candidates were not given ample/sufficient time to extend and elaborate their answers. Examiners must encourage candidates to choose a topic in which they have a specific interest and appropriate to their level of ability. Candidates within a centre must not all prepare the same topic and should not be allowed to choose 'Myself' or 'My life' as this restricts the possibilities for general conversation.

In this section of the exam, the candidate should not be left to talk on his/her own for more than two minutes. The teacher/examiner must interrupt the candidate with specific spontaneous questions related to his/her topic presentation. The teacher/examiner can also start the discussion on the topic presentation if they found the candidate struggle to talk for more than about 1:20 minutes.

Overall the candidates performed well. In few centres, the candidates' presentations were too short as they were interrupted by the examiner before they had reached one minute. In other centres this section of the exam was either forgotten completely or the candidates were left to talk on their own for more than two minutes and the topic conversation was omitted.

Moderators found that few teacher/examiners were well aware of the need to ask questions, which could elicit past and future tenses, and did so to good effect. Teacher/Examiners are reminded to allow the candidate time to expand their answers. On the whole, the timing of this section was either too short or much too long.

General conversation

The majority of the teacher/examiners started the conversation with simple questions then developed their more challenging questions gradually. A small number of teacher/examiners were aware of the need to cover two or three different topics in this section of the examination, however the majority of teacher/examiners covered too many topics with each candidate.

Few examiners changed the topic frequently and didn't give the opportunity to the candidates to develop their answers and use more complex sentences and structures. The topics discussed in this part of the examination should not be the same as that discussed in the topic presentation/conversation and **must be chosen by the teacher/examiner**, rather than by the candidate.

It is helpful to the candidate if the teacher/examiner guides him/her smoothly between topics. Questioning that moves abruptly from topic to topic can be confusing or unsettling for candidates. It is better to let the conversation flow rather than asking a series of unconnected questions.

In order to award marks in the satisfactory band or above, the candidate must show that he/she can use past and future tenses accurately. It is not sufficient for teacher/examiners to ask questions to elicit past and future tenses if the candidate cannot use these tenses successfully in his/her reply. It is useful to practise adverbs of time in the classroom because familiarity with these will help candidates identify the time frame in which they should be operating.

Questions should invite candidates to talk. Where questioning restricts candidates to short or 'yes'/'no' responses, they will not have the opportunity to use the range of structures necessary for access to the higher mark bands.

Overall, some examiners' performance was good in this section of the examination. Few examiners omitted this section although they started their recording by explaining the 3 parts of the exam to each candidate but unfortunately they conducted the follow up questions to the presentation and forgot to conduct the general conversation.

Regrettably, several of the General Conversations heard by the Moderators were too brief to warrant the award of the highest marks. Teacher/Examiners are reminded that this section of the examination should last approximately **5 minutes**.

Impression

By the end of the examination the teacher/examiner should assess the overall performance of the candidate in all parts of the exam, they must look at pronunciation, accent, fluency, respond to questions (expected and unexpected once), the use of structure long sentences, the use of explanations, opinions, justifications and the use of a range of vocabulary and structures. Banded descriptors are enclosed in Table C of the Marking Instructions in the Teachers' Notes booklet. In general, some teacher/examiners awarded appropriate marks for this aspect of the examination while others were either too generous or severe.

ARABIC

Paper 0544/42
Writing

Key messages

In order to do well in this paper, candidates need to demonstrate that they can communicate in writing, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the Arabic language correctly.

When a choice of questions is offered, candidates should select the question they consider to be the best suited to their knowledge of Arabic. This may not always be the one they find the most interesting. Then they should prepare a brief plan of their answer in accordance with the set tasks. As the recommended length is 130–140 words, they should plan to spread the answer fairly evenly over the tasks (the communication points) set out in the rubric. If they devote too much of the answer to the first one or two tasks they may not have enough words left to complete the later tasks. If they cover all the points in 100 words they might be reduced to padding out the ending to reach 130–140 words, so they should look to identify the areas where they can expand their response with example. To obtain higher results, candidates should be encouraged to write their answer bearing in mind to add enough details for each bullet point to cover all communication points. In addition to this, candidates should respond to these bullet points using the right tense required.

Candidates should remember that the rubric is not a rough guide but that it sets out a number of required elements, each of which carries one or more specific Communication marks. They should read the question carefully and keep to these tasks, avoiding irrelevance. If the tasks require a certain tense then they should stick to that tense and not drift into inappropriate tenses.

Each sentence should be written thoughtfully, paying close attention to the message conveyed, spelling and grammar. When candidates have finished they should make full use of the time left to check their work for errors.

Within the limits on content imposed by the set tasks, the paper is an exercise in free composition so candidates should write that which they are confident is correct Arabic and avoid what they do not know. They should be encouraged to present their best Arabic to the examiner.

Presentation is very important. If the examiner cannot read what the candidate has written, no marks can be awarded. Handwriting must always be legible.

Some candidates tend to include long lists of proper nouns such as place names or personal names. This practice is to be discouraged as the mark scheme does not allow the award of accuracy ticks to such lists and they can take up a significant proportion of the word allocation.

It is also vital that candidates check their writing and make sure they present it in the writing form required – letter writing/article/story... failure to presenting the required form of writing will be reflected in the marks gained.

General comments

The question paper consisted of two sections each marked as follows:

Section 1

Question 1 is marked out of five marks; the candidates are required to list eight items in Arabic and the marks are awarded to five correct items.

Question 2 is marked out of 15 marks; the candidates are required to answer this question and the marks are awarded as follows: 10 for communication and 5 for language

Section 2

This section is marked out of 30 marks, the candidates are required to answer one question from a choice of three and the marks are awarded as: 10 for communication, 8 for verbs and 12 for language.

The total mark for the paper is **50 Marks**.

Common Errors

Most candidates appeared to have sufficient knowledge of Arabic grammatical structures to enable them to complete the paper without undue difficulty, but there were of persistent elementary errors including:

- 1 Using *tanween* as a letter and not as *tashkeel* such as أيضاً instead of أيضاً.
- 2 Misuse of the gender, when describing male or female objects or people.
- 3 Confusing الناء الطويلة and الناء المربوطة **Or** confusing الهاء and الناء المربوطة.
- 5 Not applying the correct agreement between nouns and adjectives.
- 6 Verbs used in inappropriate person or tense with expressed subject.
- 7 Not applying feminine adjective to refer to non-human plural.
- 8 Using colloquial spoken dialect.
- 9 Not applying the correct possessive pronoun endings.
- 10 The predicate of kana not used in the accusative case was the most common grammatical mistake.
- 11 Using long and short vowels incorrectly.
- 12 Using prepositions incorrectly.

Good handwriting and presentation is very advisable as in few cases examiners were unable to read answers. The majority of candidates' handwriting was readable. There were few cases though where handwriting created a barrier to understanding candidate's writing.

It was noted that few candidates wrote completely irrelevant essays.

Time management did not appear to be a problem as the majority of candidates managed to complete both tasks.

The performance of the candidates spanned a range of ability. On the whole, the performances were excellent. Most essays were adequately focussed on the topic in question and were well structured, though many were somewhat unimaginative.

Some candidates were awarded low grades due to their limited command of the Arabic language. They showed good comprehension skills but need to improve spelling and grammar. Only a handful of candidates showed no understanding of Arabic and their answers was the rubrics copied out.

Comments on specific questions

Section 1

Question 1

In this year's exam, candidates were asked to list eight places that can be found in town centre. The candidates are offered an example and some photos that candidates can use if they wish to. This question was marked out of five and examiners chose the best five answers and were awarded the marks accordingly.

This section was generally well attempted and the majority of the candidates achieved full marks or near full marks, as most of them were successful in listing these items. There were some spelling mistakes but they did not hinder understanding. There were also few cases where candidates wrote vocabulary that do not refer to places like, سيارة، كرة قدم، سباحة, such answers were not awarded any marks.

Question 2

Candidates were asked to write an email (80–90 words) to the school magazine about taking part in school trip covering four main points. This question was awarded 15 marks, 10 marks for communication and 5 marks for Language.

The topic was accessible and of an interest to most candidates. In the majority of cases, the answers were well presented and the correct usage of tenses were implemented. Therefore, most candidates succeeded in communicating most or all of the relevant points without undue difficulty, while few candidates did not appear to have paid sufficient attention to the details of the information requested in the question. Very little candidates wrote briefly. Few candidates misunderstood the demand of the question; they thought that they are required to write a short email to their friend asking about travel. This resulted in a very low mark as none of the requirements of the question were met.

In the majority of cases, the answers were well presented and the correct usage of tenses was implemented. However, a small percentage of candidates could not think of ways to encourage candidates to participate in future trips, and this reflected on the mark awarded.

Candidates should be reading the demand of the question, especially when it requires description or opinion. Candidates should expand on their answers when answering the communication points required.

More attention should be paid to accuracy, most common errors were to do with adjectives' ending and verbs ending agreement.

Section 2

Question 3

Candidates are required to answer one question from a choice of three:

- (a) This question was about writing a letter to a cousin about a friend's special occasion. The topic was relevant to the student's experiences and of an interest. This question posed an appropriate challenge to the candidates. This was the second popular question, and when chosen most candidates chose a birthday, while others wrote about graduation. However, for some candidates, this choice hindered their ability to expand on the main ideas and did not give satisfactory responses. Also, a good number of candidates were not able to fully expand on the idea of how would they encourage friends to exchange presents, they simply stated that they will encourage them without explaining how or in what way, therefore missing out on being awarded the marks. To be awarded the full mark, candidates should cover all the communication points clearly and use the future tense in the last point.

The quality of the candidates' writing skills varied significantly. Some candidates missed comprehension points as they did not use the appropriate tenses required.

- (b) This question asked candidates to write an article about the importance of languages. This question was the least popular question of the three, but when answered there were very strong pieces of writing. Most points were addressed fully but the last point was not well developed in most of the responses, or was answered not using future tense. Candidates should show an understanding the aim of the bullet points and how best to respond to them and the importance of using the right tense required. In addition, there were quite few instances where candidates lost marks in the subject-verb agreement.

- (c) This question was about writing a story about hearing a strange noise while sleeping. The topic was very age-appropriate and of interest to most of the candidates. The majority of candidates opted for this question, and it produced very funny and interesting stories in their responses.

Most points were addressed fully but the fourth point about the opinion of the family was not easy to address as most candidates described the reaction of the family rather than gave an opinion. All points were addressed and in most cases the narrative used good sentence structure, varied vocabulary and used full descriptive responses.

The candidates are awarded 30 marks for **Question 3**, 10 for communicating the relevant points, 8 for accurate use of verbs and 12 for using wide range of structures, producing longer fluent sentences by using wide range of accurate vocabulary. Although most candidates attempted this question successfully and their responses were excellent; some responses were brief and lacked some detail, which was reflected in the marks awarded.

Candidates who followed the rubrics were successful in achieving the task, but examiners were not able to award marks to those who:

did not attempt this part.
wrote an irrelevant response.
copied from rubric.

Compared with previous years (unless the question was not attempted), all candidates managed to apply a certain amount of subject knowledge to their chosen question.

Candidates generally answered questions with good language use and most of them met the comprehension points needed. Again, more attention should be paid to accuracy (gender agreement and spelling). However, some candidates show outstanding level of using expressions and adjectives to describe their chosen topic, and their answers were pleasant to read.

ARABIC

Paper 0544/43
Writing

Key messages

In order to do well in this paper, candidates need to demonstrate that they can communicate in writing, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the Arabic language correctly.

When a choice of questions is offered, candidates should select the question they consider to be the best suited to their knowledge of Arabic. This may not always be the one they find the most interesting. Then they should prepare a brief plan of their answer in accordance with the set tasks. As the recommended length is 130–140 words, they should plan to spread the answer fairly evenly over the tasks (the communication points) set out in the rubric. If they devote too much of the answer to the first one or two tasks they may not have enough words left to complete the later tasks. If they cover all the points in 100 words they might be reduced to padding out the ending to reach 130–140 words, so they should look to identify the areas where they can expand their response with example. To obtain higher results, candidates should be encouraged to write their answer bearing in mind to add enough details for each bullet point to cover all communication points. In addition to this, candidates should respond to these bullet points using the right tense required.

Candidates should remember that the rubric is not a rough guide but that it sets out a number of required elements, each of which carries one or more specific Communication marks. They should read the question carefully and keep to these tasks, avoiding irrelevance. If the tasks require a certain tense then they should stick to that tense and not drift into inappropriate tenses.

Each sentence should be written thoughtfully, paying close attention to the message conveyed, spelling and grammar. When candidates have finished they should make full use of the time left to check their work for errors.

Within the limits on content imposed by the set tasks, the paper is an exercise in free composition so candidates should write that which they are confident is correct Arabic and avoid what they do not know. They should be encouraged to present their best Arabic to the examiner.

Presentation is very important. If the examiner cannot read what the candidate has written, no marks can be awarded. Handwriting must always be legible.

Some candidates tend to include long lists of proper nouns such as place names or personal names. This practice is to be discouraged as the mark scheme does not allow the award of accuracy ticks to such lists and they can take up a significant proportion of the word allocation.

It is also vital that candidates check their writing and make sure they present it in the writing form required – letter writing/article/story... failure to presenting the required form of writing will be reflected in the marks gained.

General comments

The question paper consisted of two sections each marked as follows:

Section 1

Question 1 is marked out of five marks; the candidates are required to list eight items in Arabic and the marks are awarded to five correct items.

Question 2 is marked out of 15 marks; the candidates are required to answer this question and the marks are awarded as follows: 10 for communication and 5 for language

Section 2

This section is marked out of 30 marks, the candidates are required to answer one question from a choice of three and the marks are awarded as: 10 for communication, 8 for verbs and 12 for language.

The total mark for the paper is **50 Marks**.

Common Errors

Most candidates appeared to have sufficient knowledge of Arabic grammatical structures to enable them to complete the paper without undue difficulty, but there were of persistent elementary errors including:

- 1 Using *tanween* as a letter and not as *tashkeel* such as أيضاً instead of أيضاً.
- 2 Misuse of the gender, when describing male or female objects or people.
- 3 Confusing الناء الطويلة and الناء المربوطة **Or** confusing الهاء and الناء المربوطة.
- 5 Not applying the correct agreement between nouns and adjectives.
- 6 Verbs used in inappropriate person or tense with expressed subject.
- 7 Not applying feminine adjective to refer to non-human plural.
- 8 Using colloquial spoken dialect.
- 9 Not applying the correct possessive pronoun endings.
- 10 The predicate of kana not used in the accusative case was the most common grammatical mistake.
- 11 Using long and short vowels incorrectly.
- 12 Using prepositions incorrectly.

Good handwriting and presentation is very advisable as in few cases examiners were unable to read answers. The majority of candidates' handwriting was readable. There were few cases though where handwriting created a barrier to understanding candidate's writing.

It was noted that few candidates wrote completely irrelevant essays.

Time management did not appear to be a problem as the majority of candidates managed to complete both tasks.

The performance of the candidates spanned a range of ability. On the whole, the performances were excellent. Most essays were adequately focussed on the topic in question and were well structured, though many were somewhat unimaginative.

Some candidates were awarded low grades due to their limited command of the Arabic language. They showed good comprehension skills but need to improve spelling and grammar. Only a handful of candidates showed no understanding of Arabic and their answers was the rubrics copied out.

Comments on specific questions

Section 1

Question 1

In this year's exam, candidates were asked to list eight things that can be found in the house. The candidates are offered an example and some photos that candidates can use if they wish to. This question was marked out of five and examiners chose the best five answers and were awarded the marks accordingly.

This section was generally well attempted and the majority of the candidates achieved full marks or near full marks, as most of them were successful in listing these items, though there were some spelling mistakes but they did not hinder understanding. There were also few cases where candidates wrote vocabulary that do not refer to things like, بيت، فندق such answers were not awarded any marks.

Question 2

Candidates were asked to write a short letter (80–90 words) to a friend about shopping covering four main points. This question was awarded 15 marks, 10 marks for communication and 5 marks for Language.

The topic was accessible and of an interest to most candidates. In the majority of cases, the answers were well presented and the correct usage of tenses were implemented. Therefore, most candidates succeeded in communicating most or all of the relevant points without undue difficulty, while few candidates did not appear to have paid sufficient attention to the details of the information requested in the question. Very little candidates wrote briefly. Few candidates misunderstood the demand of the question; they thought that they are required to write a short letter about shopping only without responding to the bullet points. This resulted in a very low mark as none of the requirements of the question were met.

In the majority of cases, the answers were well presented and the correct usage of tenses was implemented. However, a small percentage of candidates could not think of ways to pay for the shopping, and this reflected on the mark awarded.

Candidates should be reading the demand of the question, especially when it requires description or opinion. Candidates should expand on their answers when answering the communication points required.

More attention should be paid to accuracy, most common errors were to do with adjectives' ending and verbs ending agreement.

Section 2

Question 3

Candidates are required to answer one question from a choice of three:

- (a) This question was about writing a letter to a friend about taking part in a school drama production. The topic was relevant to the candidates' experiences and posed an appropriate challenge to the candidates. This was the second popular question, and when chosen most candidates described their character to be the main character. However, for some candidates, this choice of this topic hindered their ability to expand on the main ideas and did not give satisfactory responses. Also, a good number of candidates were not able to fully expand on the idea of how would they prepare themselves on the day of the show, without explaining how or in what way, therefore missing out on being awarded the marks. To be awarded the full mark, candidates should cover all the communication points clearly and use the future tense in the last point.

The quality of the candidates' writing skills varied significantly. Some candidates missed comprehension points as they did use the appropriate tenses required.

- (b) This question was about writing an article about organising a programme for tourists. This question was the least popular question of the three, but when answered there were very good pieces of writing. The most challenging point appears to be the last one asking about how to inform tourists about the programme. Most points were addressed fully but the last point was not well developed in most of the responses, or was answered not using future tense. Candidates should show an understanding of the aim of the bullet points and how best to respond to them and the importance of using the right tense required. In addition, there were quite few instances where candidates lost marks in the subject-verb agreement.

- (c) This question was about writing a story about the train while travelling to visit uncle. The topic is very age-appropriate and of interest to most of the candidates. The majority of candidates opted for this question, and it produced very funny and interesting stories in their responses.

Most points were addressed fully except for the fourth point which asked for why they missed the train. Some candidates simple wrote that they had missed the train without explaining why. In most cases the narrative used good sentence structure, varied vocabulary and used full descriptive responses. The Language and verb usage were good overall.

The candidates are awarded 30 marks for **Question 3**, 10 for communicating the relevant points, 8 for accurate use of verbs and 12 for using wide range of structures, producing longer fluent sentences by using wide range of accurate vocabulary. Although most candidates attempted this

question successfully and their responses were excellent; some responses were brief and lacked some detail, which was reflected in the marks awarded.

Candidates who followed the rubrics were successful in achieving the task, but examiners were not able to award marks to those who:

- did not attempt this part.
- wrote an irrelevant response.
- copied from rubric.

Candidates generally answered questions with good language use and most of them met the comprehension points needed. Again, more attention should be paid to accuracy (gender agreement and spelling). However, some candidates showed an outstanding level of using expressions and adjectives to describe their chosen topic, and their answers were pleasant to read.