



ARABIC

0544/43

Paper 4 Writing

May/June 2019

MARK SCHEME

Maximum Mark: 50

Published

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

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

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

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

1 General Marking Principles**1.1 Crossing out:**

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

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

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

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

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

1.4 No response and '0' marks

Award NR (No Response):

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

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

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

Award 0:

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

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

Detailed mark scheme

SECTION 1

Question	Answer	Marks
1	<p>Candidates are required to list 8 items in Arabic. Read all the items the candidate has listed and award marks as follows:</p> <p>Select the most correct items up to a maximum of 5 Award 1 mark for each correct item up to a maximum of 5</p> <p>Note: the pictures provided on the question paper are only suggestions. Accept any item the candidate could find in a house.</p> <p>Generic mark scheme for Question 1 <u>Answers should be marked for communication. Tolerate inaccuracies provided the message is clear:</u> (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer? (b) Look-alike test: does what the candidate has written look like the correct answer? (c) Ignore any article.</p> <p>Session specific instructions for Question 1: What things can you see at home? أشياء تراها في البيت. اكتب قائمة بـ 8 أشياء تراها في البيت باللغة العربية.</p> <p><u>The following are examples. Accept any item the candidate could see in town.</u></p>	

Question	Answer	Marks																						
1	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="443 215 1832 279">ACCEPT</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 279 1137 363"></td> <td data-bbox="1137 279 1832 363">شرفة</td> </tr> <tr> <td data-bbox="443 363 1137 448"></td> <td data-bbox="1137 363 1832 448">مطبخ</td> </tr> <tr> <td data-bbox="443 448 1137 563"></td> <td data-bbox="1137 448 1832 563">حمام/ دورة مياه</td> </tr> <tr> <td data-bbox="443 563 1137 647"></td> <td data-bbox="1137 563 1832 647">ملعب كرة قدم</td> </tr> <tr> <td data-bbox="443 647 1137 732"></td> <td data-bbox="1137 647 1832 732">سرير</td> </tr> <tr> <td data-bbox="443 732 1137 817"></td> <td data-bbox="1137 732 1832 817">غرفة نوم</td> </tr> <tr> <td data-bbox="443 817 1137 901"></td> <td data-bbox="1137 817 1832 901">طاولة</td> </tr> <tr> <td data-bbox="443 901 1137 986"></td> <td data-bbox="1137 901 1832 986">خزانة</td> </tr> <tr> <td data-bbox="443 986 1137 1070"></td> <td data-bbox="1137 986 1832 1070">غرفة طعام</td> </tr> <tr> <td data-bbox="443 1070 1137 1155"></td> <td data-bbox="1137 1070 1832 1155">تلفاز</td> </tr> </tbody> </table>	ACCEPT			شرفة		مطبخ		حمام/ دورة مياه		ملعب كرة قدم		سرير		غرفة نوم		طاولة		خزانة		غرفة طعام		تلفاز	5
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2	<p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <p>Communication: award a mark out of 10 according to the instructions in 2.1 Language: award a mark out of 5 according to the instructions in 2.2.</p>	
	<p><u>2.1: award a mark out of 10 for Communication</u></p> <p><i>Generic mark scheme for Communication (Question 2)</i> <i>1 tick per item communicated (covering the 3–5 tasks) up to a maximum of 10</i></p>	
	<p>(i) 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: <u>If 1 of the tasks</u> is missing, the maximum communication mark is 9. <u>If 2 of the tasks</u> are missing, the maximum communication mark is 8.</p> <p>(ii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iii) For COMMUNICATION be tolerant of verbs/tenses/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc.).</p> <p>(iv) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <p>(v) Only reward each piece of information once.</p> <p>(vi) Do not penalise factual errors.</p> <p style="text-align: right;">Total marks for Communication: 10</p>	

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2	<p>Session specific instructions for Communication marks (Question 2): Write a short letter to your friend about shopping.</p> <p>أنت تتسوق في مدينتك. أكتب رسالة قصيرة (80 – 90 كلمة) إلى صديقك عن التسوق، مستعيناً بالنقاط التالية</p> <table border="1" data-bbox="324 395 1951 1002"> <thead> <tr> <th data-bbox="324 395 421 459"></th> <th data-bbox="421 395 1951 459">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 459 421 587">1</td> <td data-bbox="421 459 1951 587"> <p>ما الأشياء التي تشتريها من السوق؟ ACCEPT: any reasonable items e.g. books, computer games, clothes ...etc.</p> </td> </tr> <tr> <td data-bbox="324 587 421 730">2</td> <td data-bbox="421 587 1951 730"> <p>من يدفع ثمن الأشياء؟ وكيف يدفع؟ REWARD: myself, dad, mum, any family relative. credit card, pocket money, visa....</p> </td> </tr> <tr> <td data-bbox="324 730 421 874">3</td> <td data-bbox="421 730 1951 874"> <p>من أين تتسوق عادة؟ ولماذا؟ REWARD: Mall, department store, internet. ACCEPT: Reasons : cheaper, faster to deliver, easier to order.</p> </td> </tr> <tr> <td data-bbox="324 874 421 1002">4</td> <td data-bbox="421 874 1951 1002"> <p>متى ستذهب إلى السوق مرة أخرى؟ Reward: next week, next month. Insist on future tense.</p> </td> </tr> </tbody> </table>		Accept	1	<p>ما الأشياء التي تشتريها من السوق؟ ACCEPT: any reasonable items e.g. books, computer games, clothes ...etc.</p>	2	<p>من يدفع ثمن الأشياء؟ وكيف يدفع؟ REWARD: myself, dad, mum, any family relative. credit card, pocket money, visa....</p>	3	<p>من أين تتسوق عادة؟ ولماذا؟ REWARD: Mall, department store, internet. ACCEPT: Reasons : cheaper, faster to deliver, easier to order.</p>	4	<p>متى ستذهب إلى السوق مرة أخرى؟ Reward: next week, next month. Insist on future tense.</p>	10
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2	<p><u>2.2: award a mark out of 5 for Language</u></p> <p><i>Generic mark scheme for Language (Question 2):</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Award a mark out of 5 for Language according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme):</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 5%; text-align: center;">5</td> <td>Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Confident use of a varied range of verbs, generally successful. The majority of the response is accurate.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys diverse meaning (e.g. not repeated adjectives)</td> </tr> <tr> <td style="text-align: center;">2</td> <td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Disjointed words or short phrases, two or more of them accurate enough to be comprehensible.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p style="text-align: right;">Total marks for language: 5</p> </div> <p>*Consider the whole answer when awarding mark for language.</p> <p style="text-align: right;">Total for Question 2: 15 marks</p>	5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Confident use of a varied range of verbs, generally successful. The majority of the response is accurate.	4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys diverse meaning (e.g. not repeated adjectives)	2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	1	Disjointed words or short phrases, two or more of them accurate enough to be comprehensible.	0	One or two disjointed words or short phrases may be recognisable.	5
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3	<p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:</p> <p>Communication: award a <u>mark out of 10</u> according to the instructions in 3.1 Language: award a mark out of 8 for <u>Verbs</u> according to the instructions in 3.2 award a mark out of 12 for <u>Other linguistic features</u> according to the instructions in 3.3.</p>							
	<p><u>3.1 – award a mark out of 10 for Communication</u></p> <p><i>Generic mark scheme for Communication (Question 3):</i></p> <p>Place up to 2 ‘numbered’ ticks as close as possible to each relevant communication point (see tables below for details):</p> <p>When two ‘reactions’ are required in Question 3: If the reaction carries same meaning, consider it one reaction, e.g.: سعيد ومسرور is considered one reaction. If it carries two different meaning consider it two reactions even if it was listed. e.g.: سعيد ومتعب could be considered two reactions.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <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" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 15%; padding: 5px;">2 ticks</td> <td style="padding: 5px;">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td style="padding: 5px;">1 tick</td> <td style="padding: 5px;">Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td> </tr> <tr> <td style="padding: 5px;">0 ticks</td> <td style="padding: 5px;">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Add up the ticks to give a mark out of 10 for Communication. Where communication of the task is not achieved, do not annotate script.</p> <p>For each task identified in the mark scheme, reward the best attempt, but only reward a single attempt.</p> <p style="text-align: right;">[Total marks for Communication: 10]</p> </div>	2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	1 tick	Communication of some meaning is achieved but the message may be ambiguous or incomplete.	0 ticks	Nothing of worth communicated.	10
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3	<p>Guidance on awarding marks for Communication</p> <p>Example 1: كيف تقضي أيام العطلة عادة؟</p> <table border="1" data-bbox="344 371 1928 767"> <thead> <tr> <th data-bbox="344 371 987 472">Candidate's response</th> <th data-bbox="987 371 1290 472">Ticks for Communication</th> <th data-bbox="1290 371 1928 472">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 472 987 547">نعم قضيت العطلة.</td> <td data-bbox="987 472 1290 547">0</td> <td data-bbox="1290 472 1928 547">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="344 547 987 675">أنا تعمل في مكتب أبي.</td> <td data-bbox="987 547 1290 675">1</td> <td data-bbox="1290 547 1928 675">Some meaning conveyed – use of تعمل makes message ambiguous.</td> </tr> <tr> <td data-bbox="344 675 987 767">أعمل في مكتب أبي.</td> <td data-bbox="987 675 1290 767">2</td> <td data-bbox="1290 675 1928 767">Message clearly communicated.</td> </tr> </tbody> </table> <p>Example 2: أين تذهب للتسوق ومع من؟</p> <table border="1" data-bbox="344 879 1928 1249"> <thead> <tr> <th data-bbox="344 879 987 979">Candidate's response</th> <th data-bbox="987 879 1290 979">Ticks for Communication</th> <th data-bbox="1290 879 1928 979">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 979 987 1054">مع من ذهبت للتسوق.</td> <td data-bbox="987 979 1290 1054">0</td> <td data-bbox="1290 979 1928 1054">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="344 1054 987 1155">أذهب للتسوق في المدينة.</td> <td data-bbox="987 1054 1290 1155">1</td> <td data-bbox="1290 1054 1928 1155">Some meaning is conveyed but the task is incomplete.</td> </tr> <tr> <td data-bbox="344 1155 987 1249">أذهب للتسوق مع صديقي في المدينة.</td> <td data-bbox="987 1155 1290 1249">2</td> <td data-bbox="1290 1155 1928 1249">Message clearly communicated.</td> </tr> </tbody> </table>	Candidate's response	Ticks for Communication	Reason for mark	نعم قضيت العطلة.	0	Nothing of worth communicated.	أنا تعمل في مكتب أبي.	1	Some meaning conveyed – use of تعمل makes message ambiguous.	أعمل في مكتب أبي.	2	Message clearly communicated.	Candidate's response	Ticks for Communication	Reason for mark	مع من ذهبت للتسوق.	0	Nothing of worth communicated.	أذهب للتسوق في المدينة.	1	Some meaning is conveyed but the task is incomplete.	أذهب للتسوق مع صديقي في المدينة.	2	Message clearly communicated.	
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3	<p>Session specific instructions for Communication marks (Question 3):</p> <p>3 steps to award Communication marks:</p> <ol style="list-style-type: none"> 1) Check against Communication task (table) Has the task been attempted? (no attempt → no Comm. tick) 2) Find the best attempt at the task 3) In that task, is the message clear (2 ticks) or unclear (1 tick) or absent (0 ticks)? (see example table above) <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="344 520 483 587">2 ticks</td> <td data-bbox="483 520 1928 587">Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="344 587 483 651">1 tick</td> <td data-bbox="483 587 1928 651">Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="344 651 483 715">0 ticks</td> <td data-bbox="483 651 1928 715">Nothing of worth communicated.</td> </tr> </table>	Place up to 2 'numbered' ticks as close as possible to each relevant communication point		2 ticks	Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.	1 tick	Communication of some meaning is achieved but the message may be ambiguous or incomplete.	0 ticks	Nothing of worth communicated.	
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3(a)	<p>Question 3(a): A letter to a friend. You have been chosen to play a part in a school play.</p> <p>(a) تم اختيارك لتكون ممثلاً في مسرحية مدرسية.</p> <table border="1"> <thead> <tr> <th>Tick</th> <th>Accept</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>وصف شخصيتك في المسرحية.</p> <p>Accept any reasonable suggestion: Cleopatra, type of clothing, personality, physical features etc.</p> </td> <td>2</td> </tr> <tr> <td>2</td> <td> <p>لماذا اختارتك المدرسة لهذه الشخصية؟</p> <p>Insist on past tense. Accept any reasonable response: Member of the drama club, good voice, possess self-confidence.</p> </td> <td>2</td> </tr> <tr> <td>3</td> <td> <p>كيف حضرت نفسك ليوم العرض؟</p> <p>Insist on past tense. Accept any reasonable response: Memorized my lines, slept early, practiced etc.</p> </td> <td>2</td> </tr> <tr> <td>4</td> <td> <p>ما شعورك وأنت على المسرح؟</p> <p>Insist on feeling. Accept any reasonable response: Fear, happiness, pride, joy. Has to mention two feelings.</p> </td> <td>2</td> </tr> <tr> <td>5</td> <td> <p>ما النشاط المدرسي الذي ستشارك فيه السنة القادمة؟</p> <p>Insist on future. Another play, sports, charity work.</p> </td> <td>2</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	<p>وصف شخصيتك في المسرحية.</p> <p>Accept any reasonable suggestion: Cleopatra, type of clothing, personality, physical features etc.</p>	2	2	<p>لماذا اختارتك المدرسة لهذه الشخصية؟</p> <p>Insist on past tense. Accept any reasonable response: Member of the drama club, good voice, possess self-confidence.</p>	2	3	<p>كيف حضرت نفسك ليوم العرض؟</p> <p>Insist on past tense. Accept any reasonable response: Memorized my lines, slept early, practiced etc.</p>	2	4	<p>ما شعورك وأنت على المسرح؟</p> <p>Insist on feeling. Accept any reasonable response: Fear, happiness, pride, joy. Has to mention two feelings.</p>	2	5	<p>ما النشاط المدرسي الذي ستشارك فيه السنة القادمة؟</p> <p>Insist on future. Another play, sports, charity work.</p>	2	
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3(b)	<p>Question 3(b): an article. The mayor asked you to organise a programme for tourists in your area.</p> <p>(b) طلب منك رئيس المدينة أن تنظم برنامجا للسائحين في منطقتك.</p> <table border="1"> <thead> <tr> <th>Tick</th> <th>Accept</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>الأماكن السياحية في البرنامج. Historical sites, the beach, exhibitions, theme park.</p> </td> <td>2</td> </tr> <tr> <td>2</td> <td> <p>من ساعدك في هذا البرنامج؟ Insist on past tens Family members, friends, teachers, neighbours.</p> </td> <td>2</td> </tr> <tr> <td>3</td> <td> <p>ما الصعوبات التي واجهتك عند تحضير البرنامج؟ Insist on past tense. Financial, traffic on the roads, time constraints etc.</p> </td> <td>2</td> </tr> <tr> <td>4</td> <td> <p>صف وسائل النقل الموجودة في منطقتك. Describe the modes of transportation in your area; buses, metro, taxis etc.</p> </td> <td>2</td> </tr> <tr> <td>5</td> <td> <p>كيف ستُخبر السائحين عن البرنامج؟ Insist on future. Internet, phone, letters, pamphlets, etc.</p> </td> <td>2</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	<p>الأماكن السياحية في البرنامج. Historical sites, the beach, exhibitions, theme park.</p>	2	2	<p>من ساعدك في هذا البرنامج؟ Insist on past tens Family members, friends, teachers, neighbours.</p>	2	3	<p>ما الصعوبات التي واجهتك عند تحضير البرنامج؟ Insist on past tense. Financial, traffic on the roads, time constraints etc.</p>	2	4	<p>صف وسائل النقل الموجودة في منطقتك. Describe the modes of transportation in your area; buses, metro, taxis etc.</p>	2	5	<p>كيف ستُخبر السائحين عن البرنامج؟ Insist on future. Internet, phone, letters, pamphlets, etc.</p>	2	
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3(c)	<p>Question 3(c): a story. 'I was travelling to see my uncle, when I arrived at the train station I found that the train was leaving the station, I started to run... <u>Continue the story.</u></p> <p>(C) "كنت مسافراً لزيارة عمي. عندما دخلت محطة القطار وجدت القطار يُغادر المحطة، بدأت أجري..."</p> <table border="1"> <thead> <tr> <th>Tick</th> <th>Task</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>سبب زيارتك لعمك؟</p> <p>Insist on justification. His birthday, Eid celebration, summer holiday.</p> </td> <td>2</td> </tr> <tr> <td>2</td> <td> <p>لماذا تأخرت عن موعد القطار؟</p> <p>Insist on past tense. Taxi was late, taxi had a flat tire, forgot ticket at home and had to go back.</p> </td> <td>2</td> </tr> <tr> <td>3</td> <td> <p>ما شعورك عندما غادر القطار المحطة؟</p> <p>Insist on feeling. Panicked, afraid, frustrated.</p> </td> <td>2</td> </tr> <tr> <td>4</td> <td> <p>من ساعدك في المحطة؟</p> <p>Insist on past tense. The station manager, a friend's dad, called your parents.</p> </td> <td>2</td> </tr> <tr> <td>5</td> <td> <p>كيف ستسافر لعمك في المستقبل؟</p> <p>Insist on future. Will use the train again, will be driving own car.</p> </td> <td>2</td> </tr> </tbody> </table>	Tick	Task	Mark	1	<p>سبب زيارتك لعمك؟</p> <p>Insist on justification. His birthday, Eid celebration, summer holiday.</p>	2	2	<p>لماذا تأخرت عن موعد القطار؟</p> <p>Insist on past tense. Taxi was late, taxi had a flat tire, forgot ticket at home and had to go back.</p>	2	3	<p>ما شعورك عندما غادر القطار المحطة؟</p> <p>Insist on feeling. Panicked, afraid, frustrated.</p>	2	4	<p>من ساعدك في المحطة؟</p> <p>Insist on past tense. The station manager, a friend's dad, called your parents.</p>	2	5	<p>كيف ستسافر لعمك في المستقبل؟</p> <p>Insist on future. Will use the train again, will be driving own car.</p>	2	
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Question	Answer	Marks																				
3	<p><u>3.2 – award a mark out of 8 for Accurate use of verbs</u></p> <p><i>Generic mark scheme for accurate use of verbs (Question 3):</i></p> <p>(i) Place a tick above the first occurrence of each correct verb up to a maximum of 18 ticks (details of how to award ticks are provided below)</p> <p>(ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below</p> <p style="text-align: center;">Conversion table for Accurate use of verbs (Question 3)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Number of ticks</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>18+</td> <td>8</td> </tr> <tr> <td>16,17</td> <td>7</td> </tr> <tr> <td>14,15</td> <td>6</td> </tr> <tr> <td>12,13</td> <td>5</td> </tr> <tr> <td>10,11</td> <td>4</td> </tr> <tr> <td>8,9</td> <td>3</td> </tr> <tr> <td>6,7</td> <td>2</td> </tr> <tr> <td>4,5</td> <td>1</td> </tr> <tr> <td>0,1,2,3</td> <td>0</td> </tr> </tbody> </table> <p style="text-align: right;">Total marks for Accurate use of verbs: 8</p>	Number of ticks	Mark	18+	8	16,17	7	14,15	6	12,13	5	10,11	4	8,9	3	6,7	2	4,5	1	0,1,2,3	0	
Number of ticks	Mark																					
18+	8																					
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14,15	6																					
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4,5	1																					
0,1,2,3	0																					

Question	Answer	Marks																					
3	<p>How to award ticks for Accurate use of verbs (Question 3):</p> <p>(a) Subject (noun or pronoun) + any finite verb both subject and verb must be correct for the verb to score a tick verb must be in the appropriate tense to score a tick inaccuracies in the writing of <i>hamza</i> (ء) do not tick verbs contained in the ‘letter etiquette’: appropriate beginnings and endings to letters are considered for reward under Other linguistic features. Verb must be in the <u>appropriate tense</u> to score a tick (see session-specific tables on tenses)</p> <table border="1" data-bbox="344 563 1928 975"> <thead> <tr> <th data-bbox="344 563 875 630">Tick</th> <th data-bbox="875 563 1400 630">No tick</th> <th data-bbox="1400 563 1928 630">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 630 875 722">(✓) يلعبُ، تلعبُ (✓)، أَلعبُ (✓)</td> <td data-bbox="875 630 1400 722"></td> <td data-bbox="1400 630 1928 722"></td> </tr> <tr> <td data-bbox="344 722 875 815">لعبتُ (✓) لعبتَ (✓) لعبَ (✓)</td> <td data-bbox="875 722 1400 815"></td> <td data-bbox="1400 722 1928 815"></td> </tr> <tr> <td data-bbox="344 815 875 975">سوف أسافر (✓)، سأكتب (✓)، قد أرحل (✓)</td> <td data-bbox="875 815 1400 975"></td> <td data-bbox="1400 815 1928 975"></td> </tr> </tbody> </table> <p>Singular verb used correctly with the following plural noun subject</p> <table border="1" data-bbox="344 1110 1928 1362"> <thead> <tr> <th data-bbox="344 1110 875 1177">Tick</th> <th data-bbox="875 1110 1400 1177">No tick</th> <th data-bbox="1400 1110 1928 1177">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 1177 875 1270">يلعب (✓) الأولاد</td> <td data-bbox="875 1177 1400 1270">يلعبوا (no tick) الأولاد</td> <td data-bbox="1400 1177 1928 1270"></td> </tr> <tr> <td data-bbox="344 1270 875 1362">يأكل (✓) الأولاد ويلعبوا (✓)</td> <td data-bbox="875 1270 1400 1362"></td> <td data-bbox="1400 1270 1928 1362"></td> </tr> </tbody> </table>	Tick	No tick	Note	(✓) يلعبُ، تلعبُ (✓)، أَلعبُ (✓)			لعبتُ (✓) لعبتَ (✓) لعبَ (✓)			سوف أسافر (✓)، سأكتب (✓)، قد أرحل (✓)			Tick	No tick	Note	يلعب (✓) الأولاد	يلعبوا (no tick) الأولاد		يأكل (✓) الأولاد ويلعبوا (✓)			
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Question	Answer			Marks
	Feminine singular verb with non-human plural			
Tick	No tick	Note		
سبحت (✓) الأسماك	سبحوا (no tick) الأسماك			
	Compound verbal expression			
Tick	No tick	Note		
كان يشرب (✓)(✓)				
	With negative			
Tick	No tick	Note		
لم يكتب (✓) الوظيفة	لم يكتب (no tick) الوظيفة			
	Verb with appropriate possessive pronoun suffix			
Tick	No tick	Note		
أكلها (✓) / قرأه (✓)				

Question	Answer	Marks																					
	<p>Correct verb within meaningless statement</p> <table border="1" data-bbox="344 284 1928 448"> <thead> <tr> <th data-bbox="344 284 875 349">Tick</th> <th data-bbox="875 284 1402 349">No tick</th> <th data-bbox="1402 284 1928 349">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 349 875 448">أكل (✓) الولد التفاحة</td> <td data-bbox="875 349 1402 448">أكل (no tick) الولد البيت</td> <td data-bbox="1402 349 1928 448">do not reward correct verb in a meaningless statement</td> </tr> </tbody> </table> <p>a) Imperative</p> <table border="1" data-bbox="344 584 1928 748"> <thead> <tr> <th data-bbox="344 584 875 649">Tick</th> <th data-bbox="875 584 1402 649">No tick</th> <th data-bbox="1402 584 1928 649">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 649 875 748">تعال (✓)، لا تلمس (✓)</td> <td data-bbox="875 649 1402 748"></td> <td data-bbox="1402 649 1928 748"></td> </tr> </tbody> </table> <p>b) Infinitive</p> <table border="1" data-bbox="344 884 1928 1134"> <thead> <tr> <th data-bbox="344 884 875 949">Tick</th> <th data-bbox="875 884 1402 949">No tick</th> <th data-bbox="1402 884 1928 949">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 949 875 1042">أريد (✓) أن أذهب (✓)</td> <td data-bbox="875 949 1402 1042"></td> <td data-bbox="1402 949 1928 1042"></td> </tr> <tr> <td data-bbox="344 1042 875 1134">أريد (✓) أن تذهب (no tick)</td> <td data-bbox="875 1042 1402 1134"></td> <td data-bbox="1402 1042 1928 1134"></td> </tr> </tbody> </table> <p>c) Reward only the first occurrence of a verb <u>if verb appears to be in the same form with the same subject</u>, e.g.</p> <p data-bbox="1285 1246 1843 1417">أحب (✓) السباحة. وأحب (no tick) التنس أيضاً. أحب (✓) السباحة. لا أحب (no tick) التنس. 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	No tick	Note	تعال (✓)، لا تلمس (✓)			Tick	No tick	Note	أريد (✓) أن أذهب (✓)			أريد (✓) أن تذهب (no tick)			
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Question	Answer	Marks														
3	<p data-bbox="320 217 1106 248">3.3 – award a mark out of 12 for Other linguistic features</p> <p data-bbox="320 284 1209 316">Generic mark scheme for Other linguistic features (Question 3):</p> <p data-bbox="338 368 1912 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="725 472 1547 504" style="text-align: center;">Grade descriptors for Other linguistic features (Question 3)</p> <table border="1" data-bbox="506 536 1767 1469"> <tbody> <tr> <td data-bbox="506 536 633 711">11–12</td> <td data-bbox="633 536 1767 711">Uses a wide range of structures effectively; produces longer, fluent sentences with ease. Highly accurate at this level, though not necessarily faultless. Makes effective use of a wide range of vocabulary fully appropriate to the task.</td> </tr> <tr> <td data-bbox="506 711 633 847">9–10</td> <td data-bbox="633 711 1767 847">Attempts a range of structures with a good degree of success. More complex language usually error-free. Uses a variety of relevant vocabulary at this level.</td> </tr> <tr> <td data-bbox="506 847 633 1023">7–8</td> <td data-bbox="633 847 1767 1023">In control of simple structures. Varied success with more complex structures. Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. Has sufficient vocabulary to add some interest to the writing.</td> </tr> <tr> <td data-bbox="506 1023 633 1158">5–6</td> <td data-bbox="633 1023 1767 1158">Attempts more than basic structures. On balance the work is more accurate than inaccurate. Straightforward vocabulary relevant to the task.</td> </tr> <tr> <td data-bbox="506 1158 633 1294">3–4</td> <td data-bbox="633 1158 1767 1294">Reliant on basic structures. Some examples of correct language. Meaning usually conveyed. Basic vocabulary.</td> </tr> <tr> <td data-bbox="506 1294 633 1398">1–2</td> <td data-bbox="633 1294 1767 1398">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="506 1398 633 1469">0</td> <td data-bbox="633 1398 1767 1469">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table>	11–12	Uses a wide range of structures effectively; produces longer, fluent sentences with ease. Highly accurate at this level, though not necessarily faultless. Makes effective use of a wide range of vocabulary fully appropriate to the task.	9–10	Attempts a range of structures with a good degree of success. More complex language usually error-free. Uses a variety of relevant vocabulary at this level.	7–8	In control of simple structures. Varied success with more complex structures. Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. Has sufficient vocabulary to add some interest to the writing.	5–6	Attempts more than basic structures. On balance the work is more accurate than inaccurate. Straightforward vocabulary relevant to the task.	3–4	Reliant on basic structures. Some examples of correct language. Meaning usually conveyed. Basic vocabulary.	1–2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	0	One or two disjointed words or short phrases may be recognisable.	
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Question	Answer	Marks
3	<p>(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <p>Adjectives, including possessives and demonstratives. Also comparatives and superlatives</p> <p>Pronouns other than subject pronouns, e.g. object pronouns (قال لي / قال له) and demonstrative pronouns (هذا / هذه)</p> <p>Negatives</p> <p>Interrogatives</p> <p>Use of correct <i>iDaafa</i> construction</p> <p>Linking of nouns with <i>in</i> quasi-possessive construction</p> <p>Case endings for dual (ان / ين)</p> <p>Case endings for sound masculine plural (ون / ين)</p> <p>Use of broken plural</p> <p>Use of accusative <i>alif</i> (أ)</p> <p>A variety of prepositions and adverbs (except جداً)</p> <p>Expressions of quantity time and numbers</p> <p>Linking words (على كل حال لسوء الحظ, etc.) and conjunctions other than و</p> <p>Subordinate clauses, including لأن الذي، التي (relative pronouns). Indirect or reported speech (قال ذلك، أظن ذلك).</p> <p>Time clauses with عندما، بينما etc. and إذا</p> <p>Appropriate writing style (e.g. letter, article, narrative/descriptive)</p> <p>Inaccuracies in the writing of hamza (ء) are ignored.</p> <p>Misspelling of proper nouns in the case of a person's name or a town or place other than a country should be tolerated.</p> <p style="text-align: right;">[Total mark for Other linguistic features: 12] [Total for Question 3: 30 marks]</p>	

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