



Cambridge IGCSE™

ARABIC

0544/43

Paper 4 Writing

May/June 2020

MARK SCHEME

Maximum Mark: 50

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **26** 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) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (b) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 No response and '0' marks

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (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.

| Question | Answer | Marks |
|--------------------------|---|-------|
| <p>Question 1</p> | <p>Candidates are required to list 8 items in Arabic. Read all of the items that the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none"> • Select the most correct items up to a maximum of 5. • Award 1 mark for each correct item up to a maximum of 5. • Stop ticking once 5 items have been rewarded • On Question 1, award marks for items wherever the candidate has written them • If the candidate offers more than one word per line, award a mark for each acceptable item <p>NB the pictures provided on the question paper are only suggestions. Accept any item the candidate could find in a neighbourhood or a town.</p> <p><i>Generic mark scheme for Question 1</i></p> <ul style="list-style-type: none"> • <u>Answers should be marked for communication. Tolerate inaccuracies provided the message is clear:</u> <ul style="list-style-type: none"> (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. | |

| Question | Answer | Marks | | | | | | | | | |
|------------|--|-------|------------|---------|------|---------|------|------|------|-------|---|
| 1 | <p data-bbox="331 245 1070 284">What are the things that you see at the sports shop?</p> <p data-bbox="1361 322 1948 418">أنت الآن في دكان الرياضة. ماذا يمكنك أن ترى؟ اكتب قائمة ب 8 أشياء باللغة العربية.</p> <p data-bbox="331 485 1469 517"><u>The following are examples. Accept any item the candidate could see in the sport shop.</u></p> <table border="1" data-bbox="336 552 640 1225"> <tbody> <tr><td data-bbox="336 552 640 625">جوارب</td></tr> <tr><td data-bbox="336 625 640 699">حذاء رياضة</td></tr> <tr><td data-bbox="336 699 640 772">كرة قدم</td></tr> <tr><td data-bbox="336 772 640 845">قبعة</td></tr> <tr><td data-bbox="336 845 640 919">كرة سلة</td></tr> <tr><td data-bbox="336 919 640 992">مضرب</td></tr> <tr><td data-bbox="336 992 640 1066">خيمة</td></tr> <tr><td data-bbox="336 1066 640 1139">شورت</td></tr> <tr><td data-bbox="336 1139 640 1225">منشفة</td></tr> </tbody> </table> <p data-bbox="1527 1257 1948 1289">Total for Question 1: 5 marks</p> | جوارب | حذاء رياضة | كرة قدم | قبعة | كرة سلة | مضرب | خيمة | شورت | منشفة | 5 |
| جوارب | | | | | | | | | | | |
| حذاء رياضة | | | | | | | | | | | |
| كرة قدم | | | | | | | | | | | |
| قبعة | | | | | | | | | | | |
| كرة سلة | | | | | | | | | | | |
| مضرب | | | | | | | | | | | |
| خيمة | | | | | | | | | | | |
| شورت | | | | | | | | | | | |
| منشفة | | | | | | | | | | | |

| Question | Answer | Marks |
|--|---|-------|
| <p>Question 2</p> <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • 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. | | |
| 2 | <p><u>2.1: Award a mark out of 10 for Communication</u></p> <p><i>1 mark per item communicated (covering the 3–5 tasks) up to a maximum of 10</i></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION be tolerant of verbs/tenses/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc.).</p> <p>(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <p>(vi) Only reward each piece of information once.</p> <p>(vii) Do not penalise factual errors.</p> | 15 |

| Question | Answer | Marks | | | | | | | | |
|----------|---|-------|--------|---|---|---|--|---|--|--|
| 2 | <p data-bbox="336 244 1048 276">Write a letter to your friend about work experience.</p> <p data-bbox="1084 316 1944 400" style="text-align: right;">أنت تقوم بخبرة العمل لمدة أسبوع. اكتب رسالة قصيرة (80–90 كلمة) إلى صديقك عن أسبوع خبرة العمل.</p> <table border="1" data-bbox="336 432 1944 1318"> <thead> <tr> <th data-bbox="336 432 456 496">Task</th> <th data-bbox="456 432 1944 496">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 496 456 756">1</td> <td data-bbox="456 496 1944 756"> <p data-bbox="1585 531 1928 632" style="text-align: right;">متى تقوم بخبرة العمل؟ في إجازة المدرسة/في الصيف</p> <p data-bbox="465 643 1585 740">When do you do the work experience? (1 mark) Reward: The Identification of any suitable time, e.g. the summer, half term, Christmas. Accept: specific dates.</p> </td> </tr> <tr> <td data-bbox="336 756 456 1032">2</td> <td data-bbox="456 756 1944 1032"> <p data-bbox="1496 775 1928 876" style="text-align: right;">أين تقوم بخبرة العمل؟ ولماذا؟ في مستشفى لأنني أريد أن أكون طبيباً</p> <p data-bbox="465 882 1615 1015">Where do you work and why? (1 + 1 marks) Reward: the identification of the place, e.g. hospital, a hotel, at your grandparent's shop. Reason: it is near the centre of town, near my house. Accept any reasonable answer.</p> </td> </tr> <tr> <td data-bbox="336 1032 456 1318">3</td> <td data-bbox="456 1032 1944 1318"> <p data-bbox="842 1059 1928 1160" style="text-align: right;">ما الأنشطة التي تقوم بها خلال أسبوع خبرة العمل؟ في اليوم الأول أזור المكان وأتدرب، وأيضاً أتكلم مع المرضى وأجيب على المكالمات الهاتفية.</p> <p data-bbox="465 1206 1906 1307">What activities do you do during the week of work experience? (1 + 1 + 1 marks) Reward: The identification of at least three activities e.g. in the first day, I visit the place and get training, then talk to patients and answer phone calls ... etc.</p> </td> </tr> </tbody> </table> | Task | Accept | 1 | <p data-bbox="1585 531 1928 632" style="text-align: right;">متى تقوم بخبرة العمل؟ في إجازة المدرسة/في الصيف</p> <p data-bbox="465 643 1585 740">When do you do the work experience? (1 mark) Reward: The Identification of any suitable time, e.g. the summer, half term, Christmas. Accept: specific dates.</p> | 2 | <p data-bbox="1496 775 1928 876" style="text-align: right;">أين تقوم بخبرة العمل؟ ولماذا؟ في مستشفى لأنني أريد أن أكون طبيباً</p> <p data-bbox="465 882 1615 1015">Where do you work and why? (1 + 1 marks) Reward: the identification of the place, e.g. hospital, a hotel, at your grandparent's shop. Reason: it is near the centre of town, near my house. Accept any reasonable answer.</p> | 3 | <p data-bbox="842 1059 1928 1160" style="text-align: right;">ما الأنشطة التي تقوم بها خلال أسبوع خبرة العمل؟ في اليوم الأول أזור المكان وأتدرب، وأيضاً أتكلم مع المرضى وأجيب على المكالمات الهاتفية.</p> <p data-bbox="465 1206 1906 1307">What activities do you do during the week of work experience? (1 + 1 + 1 marks) Reward: The identification of at least three activities e.g. in the first day, I visit the place and get training, then talk to patients and answer phone calls ... etc.</p> | |
| Task | Accept | | | | | | | | | |
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| 2 | <p data-bbox="1496 775 1928 876" style="text-align: right;">أين تقوم بخبرة العمل؟ ولماذا؟ في مستشفى لأنني أريد أن أكون طبيباً</p> <p data-bbox="465 882 1615 1015">Where do you work and why? (1 + 1 marks) Reward: the identification of the place, e.g. hospital, a hotel, at your grandparent's shop. Reason: it is near the centre of town, near my house. Accept any reasonable answer.</p> | | | | | | | | | |
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| Question | Answer | | Marks |
|----------|--------|--|-------|
| 2 | 4 | <p>كيف ستذهب إلى مكان العمل؟ ولماذا؟ سأذهب بالدراجة لأنه قريب من بيتي/ بالسيارة لأنه بعيد.</p> <p>How will you go? Why? (1 + 1 + 1 marks) Reward: I will go by bike as it is close to my house/ by car as it is far 1 mark for how he will get there, 1 mark for future, 1 mark for the reason) (1 floating mark to be awarded for elaboration in points 1 or 2)</p> | |

| Question | Answer | Marks | | | | | | | | | | | | |
|----------|---|-------|--|---|--|---|--|---|---|---|--|---|---|--|
| 2 | <p><u>2.2: Award a mark out of 5 for Language</u></p> <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> (Appendix 1)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="338 480 1899 1110"> <tbody> <tr> <td data-bbox="338 480 398 647">5</td> <td data-bbox="398 480 1899 647">Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Confident use of a varied range of verbs, generally successful. The majority of the response is accurate.</td> </tr> <tr> <td data-bbox="338 647 398 783">4</td> <td data-bbox="398 647 1899 783">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="338 783 398 919">3</td> <td data-bbox="398 783 1899 919">Very basic vocabulary and structure. Little awareness of verb usage (e.g. verbs that are incorrectly used: verb-subject agreement). Despite regular errors, the writing often conveys diverse meaning (e.g. not repeated adjectives)</td> </tr> <tr> <td data-bbox="338 919 398 983">2</td> <td data-bbox="398 919 1899 983">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="338 983 398 1046">1</td> <td data-bbox="398 983 1899 1046">Disjointed words or short phrases, two or more of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="338 1046 398 1110">0</td> <td data-bbox="398 1046 1899 1110">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p style="text-align: right;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p> | 5 | Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Confident use of a varied range of verbs, generally successful. The majority of the response is accurate. | 4 | Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed. | 3 | Very basic vocabulary and structure. Little awareness of verb usage (e.g. verbs that are incorrectly used: verb-subject agreement). Despite regular errors, the writing often conveys diverse meaning (e.g. not repeated adjectives) | 2 | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | 1 | Disjointed words or short phrases, two or more of them accurate enough to be comprehensible. | 0 | One or two disjointed words or short phrases may be recognisable. | |
| 5 | Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Confident use of a varied range of verbs, generally successful. The majority of the response is accurate. | | | | | | | | | | | | | |
| 4 | Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed. | | | | | | | | | | | | | |
| 3 | Very basic vocabulary and structure. Little awareness of verb usage (e.g. verbs that are incorrectly used: verb-subject agreement). Despite regular errors, the writing often conveys diverse meaning (e.g. not repeated adjectives) | | | | | | | | | | | | | |
| 2 | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | | | | | | | | | | | | | |
| 1 | Disjointed words or short phrases, two or more of them accurate enough to be comprehensible. | | | | | | | | | | | | | |
| 0 | One or two disjointed words or short phrases may be recognisable. | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | |
|--|---|-------|----------------|---|---------------|--|----------------|--------------------------------|
| <p>Question 3</p> <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 3.1. • Language: award a mark out of 8 for Verbs, according to the instructions in 3.2. award a mark out of 12 for Other linguistic features, according to the instructions in 3.3. <p>For question-specific guidance, see later in this mark scheme.</p> <p><u>3.1: Award a mark out of 10 for Communication</u></p> <p>Place up to 2 ‘numbered’ ticks as close as possible to each relevant communication point (see tables below for details):</p> <p>When two ‘reactions’ are required in Question 3:</p> <ul style="list-style-type: none"> • If the reaction carries same meaning, consider it one reaction, e.g.: مسرور وسعيد is considered one reaction. • If it carries two different meaning consider it two reactions even if it was listed. e.g.: متعب وسعيد could be considered two reactions. <p>(i) The mark scheme will identify 5 tasks for each Question 3 (please note ‘tasks; may not correspond to bullet points’ on the question paper). In accordance with the mark scheme, award up to a maximum of 2 ticks for each of these 5 tasks.</p> <p>(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (see session-specific tables for further guidance).</p> <table border="1" data-bbox="181 1078 1697 1230"> <tbody> <tr> <td data-bbox="181 1078 315 1129">2 ticks</td> <td data-bbox="315 1078 1697 1129">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="181 1129 315 1181">1 tick</td> <td data-bbox="315 1129 1697 1181">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="181 1181 315 1230">0 ticks</td> <td data-bbox="315 1181 1697 1230">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> | | | 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. |
| 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. | | | | | | | |

| Question | Answer | Marks |
|---|--------------------------------|---|
| Guidance on awarding marks for Communication | | |
| Example 1: كيف تقضي أيام العطلة عادة؟ | | |
| Candidate's response | Ticks for Communication | Reason for mark |
| نعم قضيت العطلة. | 0 | Nothing of worth communicated. |
| أنا تعمل في مكتب أبي. | 1 | Some meaning conveyed – use of تعمل makes message ambiguous. |
| عملت في مكتب أبي. | 2 | Message clearly communicated. |
| Example 2: أين تذهب للتسوق ومع من؟ | | |
| Candidate's response | Ticks for Communication | Reason for mark |
| مع من ذهبت للتسوق. | 0 | Nothing of worth communicated. |
| ذهبت للتسوق في المدينة. | 1 | Some meaning is conveyed but the task is incomplete. |
| ذهبت للتسوق مع صديقي في المدينة. | 2 | Message clearly communicated. |

| Question | Answer | Marks | | | | | | |
|--|--|-------|----------------|--|---------------|---|----------------|--------------------------------|
| <p>Session-specific instructions for Communication marks (Question 3):</p> <p>3 steps to award Communication marks:</p> <p>(1) Check against Communication task (table) Has the task been attempted? (no attempt → no Comm. tick)</p> <p>(2) Find the best attempt at the task</p> <p>(3) In that task, is the message clear (2 ticks) or unclear (1 tick) or absent (0 ticks)? (see example table above)</p> <p>Place up to 2 ‘numbered’ ticks as close as possible to each relevant communication point:</p> <table border="1" data-bbox="181 549 1697 748"> <tbody> <tr> <td data-bbox="181 549 315 616">2 ticks</td> <td data-bbox="315 549 1697 616">Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="181 616 315 683">1 tick</td> <td data-bbox="315 616 1697 683">Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="181 683 315 748">0 ticks</td> <td data-bbox="315 683 1697 748">Nothing of worth communicated.</td> </tr> </tbody> </table> | | | 2 ticks | Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated. | 1 tick | Communication of some meaning is achieved but the message may be ambiguous or incomplete. | 0 ticks | Nothing of worth communicated. |
| 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. | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|----------|--|-------|--------|------|---|--|---|---|---|---|---|--|---|--|
| 3(a) | <p>You felt some toothache and did not go to school for two days. Write a letter to your cousin about your visit to the dentist.</p> <p>شعرت بألم في أسناني ولم تذهب إلى المدرسة لمدة يومين. اكتب رسالة إلى ابن عمك مستعيناً بالنقاط التالية:</p> | 30 | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Task</th> <th>Accept</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>Describe the dentist's clinic. Reward: It is a big, crowded, clean and modern clinic. Accept any sensible description.</p> </td> <td>2</td> </tr> <tr> <td>2</td> <td> <p>What was the dentist's opinion? Reward: Any opinion expressed in the past tense; he said I eat too many sweets and the tooth has to be taken out. Insist on opinion.</p> </td> <td>2</td> </tr> <tr> <td>3</td> <td> <p>What is the healthy food you should eat? Reward: I have to eat vegetables and fruits and stay away from sugary meals. Accept any sensible suggestions.</p> </td> <td>2</td> </tr> </tbody> </table> | Task | Accept | Mark | 1 | <p>Describe the dentist's clinic. Reward: It is a big, crowded, clean and modern clinic. Accept any sensible description.</p> | 2 | 2 | <p>What was the dentist's opinion? Reward: Any opinion expressed in the past tense; he said I eat too many sweets and the tooth has to be taken out. Insist on opinion.</p> | 2 | 3 | <p>What is the healthy food you should eat? Reward: I have to eat vegetables and fruits and stay away from sugary meals. Accept any sensible suggestions.</p> | 2 | |
| Task | Accept | Mark | | | | | | | | | | | | |
| 1 | <p>Describe the dentist's clinic. Reward: It is a big, crowded, clean and modern clinic. Accept any sensible description.</p> | 2 | | | | | | | | | | | | |
| 2 | <p>What was the dentist's opinion? Reward: Any opinion expressed in the past tense; he said I eat too many sweets and the tooth has to be taken out. Insist on opinion.</p> | 2 | | | | | | | | | | | | |
| 3 | <p>What is the healthy food you should eat? Reward: I have to eat vegetables and fruits and stay away from sugary meals. Accept any sensible suggestions.</p> | 2 | | | | | | | | | | | | |

| Question | Answer | | Marks |
|----------|--------|---|-------|
| 3(a) | 4 | <p>كيف ستتعلم الدروس التي لم تحضرها؟ (مستقبل)</p> <p>How will you make up for the lessons you missed?</p> <p>Reward: I will ask my friends and teachers, and I will revise the lessons. Insist on future tense.</p> | 2 |
| | 5 | <p>ماذا كان شعور أصدقائك عندما رجعت إلى المدرسة؟ (ماضي)</p> <p>How did your friends feel when you returned to school?</p> <p>Reward: they were very happy and excited to see me back at school. Insist on past tense.</p> | 2 |

| Question | Answer | Marks | | | | | | | | | | | | |
|----------|---|-------|--------|------|---|---|---|---|---|---|---|---|---|----|
| 3(b) | <p>Your class has won a school competition last year. Write an article to the Youth magazine.</p> <p>فاز صفك في مسابقة مدرسية السنة الماضية. اكتب مقالة لجريدة الشباب موضحاً فيها:</p> <table border="1" data-bbox="338 432 1942 1214"> <thead> <tr> <th data-bbox="338 432 439 496">Task</th> <th data-bbox="439 432 1832 496">Accept</th> <th data-bbox="1832 432 1942 496">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 496 439 692">1</td> <td data-bbox="439 496 1832 692"> <p>اذكر نوع المسابقة. (شرح)</p> <p>State the type of competition. Reward: Any kind of competition held in schools. Accept any sensible type.</p> </td> <td data-bbox="1832 496 1942 692">2</td> </tr> <tr> <td data-bbox="338 692 439 922">2</td> <td data-bbox="439 692 1832 922"> <p>ماذا فعلت ليفوز صفك في المسابقة؟ (ماضي)</p> <p>What did you do to help your class win the competition? Reward: Allow any sensible act, such as; decorated the class, practised daily, scored top marks in general knowledge competition. Insist on past tense.</p> </td> <td data-bbox="1832 692 1942 922">2</td> </tr> <tr> <td data-bbox="338 922 439 1214">3</td> <td data-bbox="439 922 1832 1214"> <p>صف المدرسة يوم المسابقة. (شرح)</p> <p>Describe the school on the day of the competition. Reward: Any good description of the school on the day; The school was full of action, head teacher was going from one class to another, and the teams were getting ready. Accept any sensible description.</p> </td> <td data-bbox="1832 922 1942 1214">2</td> </tr> </tbody> </table> | Task | Accept | Mark | 1 | <p>اذكر نوع المسابقة. (شرح)</p> <p>State the type of competition. Reward: Any kind of competition held in schools. Accept any sensible type.</p> | 2 | 2 | <p>ماذا فعلت ليفوز صفك في المسابقة؟ (ماضي)</p> <p>What did you do to help your class win the competition? Reward: Allow any sensible act, such as; decorated the class, practised daily, scored top marks in general knowledge competition. Insist on past tense.</p> | 2 | 3 | <p>صف المدرسة يوم المسابقة. (شرح)</p> <p>Describe the school on the day of the competition. Reward: Any good description of the school on the day; The school was full of action, head teacher was going from one class to another, and the teams were getting ready. Accept any sensible description.</p> | 2 | 30 |
| Task | Accept | Mark | | | | | | | | | | | | |
| 1 | <p>اذكر نوع المسابقة. (شرح)</p> <p>State the type of competition. Reward: Any kind of competition held in schools. Accept any sensible type.</p> | 2 | | | | | | | | | | | | |
| 2 | <p>ماذا فعلت ليفوز صفك في المسابقة؟ (ماضي)</p> <p>What did you do to help your class win the competition? Reward: Allow any sensible act, such as; decorated the class, practised daily, scored top marks in general knowledge competition. Insist on past tense.</p> | 2 | | | | | | | | | | | | |
| 3 | <p>صف المدرسة يوم المسابقة. (شرح)</p> <p>Describe the school on the day of the competition. Reward: Any good description of the school on the day; The school was full of action, head teacher was going from one class to another, and the teams were getting ready. Accept any sensible description.</p> | 2 | | | | | | | | | | | | |

| Question | Answer | | Marks |
|----------|--------|---|-------|
| 3(b) | 4 | <p style="text-align: right;">ما الجائزة التي فاز بها صفك؟ (ماضي)</p> <p>What prize did your class win? Reward: accept any sensible prize, such as: school trip, cinema tickets or trophy. Insist on past tense.</p> | 2 |
| | 5 | <p style="text-align: right;">كيف ستحتفل مع عائلتك بالفوز؟ (مستقبل)</p> <p>How will you celebrate your success with your family? Reward: I will go to a restaurant, theatre, or have a party ... etc. Insist on future tense.</p> | 2 |

| Question | Answer | Marks | | | | | | | | | | | | | | | |
|----------|---|-------|--------|------|---|--|---|---|--|---|---|---|---|---|--|---|--|
| 3(c) | <p>Write a story starting with ‘suddenly, I met my friend Omar who left town five years ago...’</p> <p>فجأة رأيتُ صديقي عمر الذي ترك المدينة منذ خمس سنوات ... أكمل هذه القصة مستعيناً بالنقاط الآتية:</p> | 30 | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Task</th> <th>Accept</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>How did you feel when you saw Omar? Reward: I was very excited; I did not recognise him at the beginning. Accept any sensible feeling.</p> </td> <td>2</td> </tr> <tr> <td>2</td> <td> <p>How did you meet Omar in the past? Reward: We used to go to the same school, we were neighbours, we were in the same basketball team. Insist on past tense.</p> </td> <td>2</td> </tr> <tr> <td>3</td> <td> <p>What is the reason for Omar’s travelling to another city? Reward: he had to move with his parents as his dad had a new job. Accept any sensible reason.</p> </td> <td>2</td> </tr> <tr> <td>4</td> <td> <p>Describe how Omar looks like nowadays. Reward: he is much taller with a moustache and he wears glasses now. Accept any sensible description.</p> </td> <td>2</td> </tr> </tbody> </table> | Task | Accept | Mark | 1 | <p>How did you feel when you saw Omar? Reward: I was very excited; I did not recognise him at the beginning. Accept any sensible feeling.</p> | 2 | 2 | <p>How did you meet Omar in the past? Reward: We used to go to the same school, we were neighbours, we were in the same basketball team. Insist on past tense.</p> | 2 | 3 | <p>What is the reason for Omar’s travelling to another city? Reward: he had to move with his parents as his dad had a new job. Accept any sensible reason.</p> | 2 | 4 | <p>Describe how Omar looks like nowadays. Reward: he is much taller with a moustache and he wears glasses now. Accept any sensible description.</p> | 2 | |
| Task | Accept | Mark | | | | | | | | | | | | | | | |
| 1 | <p>How did you feel when you saw Omar? Reward: I was very excited; I did not recognise him at the beginning. Accept any sensible feeling.</p> | 2 | | | | | | | | | | | | | | | |
| 2 | <p>How did you meet Omar in the past? Reward: We used to go to the same school, we were neighbours, we were in the same basketball team. Insist on past tense.</p> | 2 | | | | | | | | | | | | | | | |
| 3 | <p>What is the reason for Omar’s travelling to another city? Reward: he had to move with his parents as his dad had a new job. Accept any sensible reason.</p> | 2 | | | | | | | | | | | | | | | |
| 4 | <p>Describe how Omar looks like nowadays. Reward: he is much taller with a moustache and he wears glasses now. Accept any sensible description.</p> | 2 | | | | | | | | | | | | | | | |

| Question | Answer | | Marks |
|----------|--------|---|-------|
| 3(c) | 5 | <p style="text-align: right;">ماذا ستفعل مع عمر خلال زيارته؟ (مستقبل)</p> <p>What will you do with Omar during his visit? Reward: We will go to visit our old school, go to lunch together, or play a game of basketball. Insist on future tense.</p> | 2 |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | | | |
|--|--------|-------|-----------------|------|-----|---|--------|---|--------|---|--------|---|--------|---|------|---|------|---|------|---|------------|---|
| 3.2: Award a mark out of 8 for accurate use of Verbs | | | | | | | | | | | | | | | | | | | | | | |
| Generic mark scheme for accurate use of verbs (Question 3): | | | | | | | | | | | | | | | | | | | | | | |
| (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). (ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below. | | | | | | | | | | | | | | | | | | | | | | |
| Conversion table for accurate use of Verbs (Question 3) | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="792 544 1167 616">Number of ticks</th> <th data-bbox="1167 544 1447 616">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 616 1167 679">18+</td> <td data-bbox="1167 616 1447 679">8</td> </tr> <tr> <td data-bbox="792 679 1167 743">16, 17</td> <td data-bbox="1167 679 1447 743">7</td> </tr> <tr> <td data-bbox="792 743 1167 807">14, 15</td> <td data-bbox="1167 743 1447 807">6</td> </tr> <tr> <td data-bbox="792 807 1167 871">12, 13</td> <td data-bbox="1167 807 1447 871">5</td> </tr> <tr> <td data-bbox="792 871 1167 935">10, 11</td> <td data-bbox="1167 871 1447 935">4</td> </tr> <tr> <td data-bbox="792 935 1167 999">8, 9</td> <td data-bbox="1167 935 1447 999">3</td> </tr> <tr> <td data-bbox="792 999 1167 1062">6, 7</td> <td data-bbox="1167 999 1447 1062">2</td> </tr> <tr> <td data-bbox="792 1062 1167 1126">4, 5</td> <td data-bbox="1167 1062 1447 1126">1</td> </tr> <tr> <td data-bbox="792 1126 1167 1222">0, 1, 2, 3</td> <td data-bbox="1167 1126 1447 1222">0</td> </tr> </tbody> </table> | | | Number of ticks | Mark | 18+ | 8 | 16, 17 | 7 | 14, 15 | 6 | 12, 13 | 5 | 10, 11 | 4 | 8, 9 | 3 | 6, 7 | 2 | 4, 5 | 1 | 0, 1, 2, 3 | 0 |
| Number of ticks | Mark | | | | | | | | | | | | | | | | | | | | | |
| 18+ | 8 | | | | | | | | | | | | | | | | | | | | | |
| 16, 17 | 7 | | | | | | | | | | | | | | | | | | | | | |
| 14, 15 | 6 | | | | | | | | | | | | | | | | | | | | | |
| 12, 13 | 5 | | | | | | | | | | | | | | | | | | | | | |
| 10, 11 | 4 | | | | | | | | | | | | | | | | | | | | | |
| 8, 9 | 3 | | | | | | | | | | | | | | | | | | | | | |
| 6, 7 | 2 | | | | | | | | | | | | | | | | | | | | | |
| 4, 5 | 1 | | | | | | | | | | | | | | | | | | | | | |
| 0, 1, 2, 3 | 0 | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|---|---------|---------|------|---|--|--|---|--|--|--|--|--|--|--|
| <p>How to award ticks for accurate use of Verbs (Question 3):</p> <p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> • 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). | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="165 576 703 655">Tick</th> <th data-bbox="703 576 1218 655">No tick</th> <th data-bbox="1218 576 2069 655">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 655 703 746"> <p>(✓)، أَلْعَبُ (✓)، تَلْعَبُ (✓) يَلْعَبُ</p> </td> <td data-bbox="703 655 1218 746"></td> <td data-bbox="1218 655 2069 746"></td> </tr> <tr> <td data-bbox="165 746 703 837"> <p>لَعِبْتُ (✓)، لَعِبْتَ (✓)، لَعِبَ (✓)</p> </td> <td data-bbox="703 746 1218 837"></td> <td data-bbox="1218 746 2069 837"></td> </tr> <tr> <td data-bbox="165 837 703 1000"> <p>سَوْفَ أَسَافِرُ (✓)، سَأَكْتُبُ (✓)، قَدْ أَرِحَلُ (✓)</p> </td> <td data-bbox="703 837 1218 1000"></td> <td data-bbox="1218 837 2069 1000"></td> </tr> </tbody> </table> | Tick | No tick | Note | <p>(✓)، أَلْعَبُ (✓)، تَلْعَبُ (✓) يَلْعَبُ</p> | | | <p>لَعِبْتُ (✓)، لَعِبْتَ (✓)، لَعِبَ (✓)</p> | | | <p>سَوْفَ أَسَافِرُ (✓)، سَأَكْتُبُ (✓)، قَدْ أَرِحَلُ (✓)</p> | | | | |
| Tick | No tick | Note | | | | | | | | | | | | |
| <p>(✓)، أَلْعَبُ (✓)، تَلْعَبُ (✓) يَلْعَبُ</p> | | | | | | | | | | | | | | |
| <p>لَعِبْتُ (✓)، لَعِبْتَ (✓)، لَعِبَ (✓)</p> | | | | | | | | | | | | | | |
| <p>سَوْفَ أَسَافِرُ (✓)، سَأَكْتُبُ (✓)، قَدْ أَرِحَلُ (✓)</p> | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|--|---------------------------|-------------|
| Singular verb used correctly with the following plural noun subject | | |
| Tick | No tick | Note |
| يلعب (✓) الأولاد | يلعبوا (no tick) الأولاد | |
| يأكل (✓) الأولاد ويلعبوا (✓) | | |
| 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 (✓2) | | |
| With negative | | |
| Tick | No tick | Note |
| لم يكتب (✓) الوظيفة | يكتب لم (no tick) الوظيفة | |

| Question | Answer | | Marks |
|--|---------------------------|---|-------|
| Verb with appropriate possessive pronoun suffix | | | |
| Tick | No tick | Note | |
| أكلها (✓) / قرأه (✓) | | | |
| Correct verb within meaningless statement | | | |
| Tick | No tick | Note | |
| أكل (✓) الولد التفاحة | أكل (no tick) الولد البيت | do not reward correct verb in a meaningless statement | |
| (b) Imperative | | | |
| Tick | No tick | Note | |
| تعال (✓)، لا تلمس (✓) | | | |
| (c) Infinitive | | | |
| Tick | No tick | Note | |
| أريد (✓) أن أذهب (✓) | | | |
| أريد (✓) أن تذهب (no tick) | | | |

| Question | Answer | Marks |
|--|--|-------|
| | <p>(d) Reward only the first occurrence of a verb <u>if verb appears to be in the same form with the same subject, e.g.</u></p> <ul style="list-style-type: none"> • أحب (✓) السّباحة. وأحب (no tick) التنس أيضاً. • أحب (✓) السّباحة. لا أحب (no tick) التنس. • أحب (✓) السّباحة. وأخي يحب (✓) التنس أيضاً. | |
| <p><u>3.3: Award a mark out of 12 for Other linguistic features</u></p> <p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).</p> <p>(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Pronouns other than subject pronouns, e.g. object pronouns (قال لي / قال له) and demonstrative pronouns (هذا / هذه) • Negatives • Interrogatives • Use of correct <i>iDaafa</i> construction • Linking of nouns with ل in quasi-possessive construction • Case endings for dual (ان / ين) • Case endings for sound masculine plural (ون / ين) • Use of broken plural • Use of accusative <i>alif</i> (أ) • A variety of prepositions and adverbs (except جداً) • Expressions of quantity time and numbers • Linking words (على كل حال etc.) and conjunctions other than و • Subordinate clauses, including لأن الذي، التي، (relative pronouns). Indirect or reported speech (قال ذلك، أظن ذلك). Time clauses with عندما etc. and إذا • Appropriate writing style (e.g. letter, article, narrative/descriptive) • Inaccuracies in the writing of hamza (ء) are ignored. • Misspelling of proper nouns in the case of a person's name or a town or place other than a country should be tolerated. | | |

| Question | Answer | Marks |
|---|---|-------|
| Grade descriptors for Other linguistic features (Question 3) | | |
| 11–12 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. | |
| 3–4 | <ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. | |
| 1–2 | <ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | |
| 0 | <ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. | |
| <p>Total for Communication: 10 marks Total for Verbs: 8 marks Total for Other linguistic features: 12 marks Total for Question 3: 30 marks</p> | | |

Note on using mark schemes with Grade descriptors

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.

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.

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.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. These are extremely rare. The genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.