

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2006 question paper

0544 FOREIGN LANGUAGE ARABIC

0544/02

Paper 2, maximum raw mark 65

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Section 1

Exercise 1: Questions 1-5

1: C; 2: C; 3: B; 4: C; 5: B

[1 mark per item = 5 marks]

Exercise 2: Questions 6-10

6: T; 7: T; 8: T; 9: F; 10: F

[1 mark per item = 5 marks]

Exercise 3: Questions 11-15

11: 3; 12: 1; 13: 2; 14: 5; 15: 4

[1 mark per item = 5 marks]

Exercise 4: Question 16

- Where verbs are used in appropriate tenses with perhaps minor errors [maximum 2 marks]
- Where verbs are not in correct tense but appropriate language is used [1 mark]
- Good language communication [1 mark per item mentioned]

[5 Marks in total]

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Section 2

Exercise 1: Questions 17-25

التعريف الأول: مجموع العلامات [10]

أجب عن الأسئلة التالية:

17. ما اسم عم مها؟

[1] اسمه أحمد.

18. متى تركت عائلة حسن الإسكندرية؟

[1] تركت العائلة الإسكندرية في عام 2003.

19. لماذا تركوا الإسكندرية؟

[1] لأن والد حسن حصل على وظيفة جديدة في القاهرة.

20. متى سيصل حسن إلى إنكلترا؟

[1] سيصل حسن إلى إنكلترا الشهر القادم.

21. لماذا استعربت مها اختيار حسن دراسة اللغة الإنجليزية؟

[1] لأنه كان دائما يفضل العلوم على اللغات.

22. ماذا يريد حسن أن يعمل بعد الانتهاء من الجامعة؟

[1] يريد أن يعمل مترجما أو مترجما.

23. بالإضافة إلى الكنائس، ما المناظر الموجودة في المنطقة التي تسكن مها فيها؟

[2] القصور والمتاحف.

24. متى زارت مها عائلة حسن آخر مرة؟

[1] زارت مها عائلة حسن آخر مرة السنة الماضية.

25. لماذا تعتقد مها أن والد حسن ذكي ومتعلم؟

[1] لأنه كان يتكلم معظم الوقت عن السياسة في الشرق الأوسط وعن العلاقة بين السياسة والدين والمجتمع المصري.

Total (10 marks)

التعريف الثاني:

سؤال 26: لهذا السؤال 15 علامة توزع على الشكل الآتي:

لأفكار المطلوبة والصحيحة في الإجابة [10] درجات.

تعطى [5] درجات إذا كانت اللغة المستخدمة سليمة في الإملاء والنحو وإذا كان الأسلوب سليم

وسلس.

Total (15 marks)

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Exercise 2: Question 26

There are 15 marks for this question.

1 Communication: 10 marks

Put a stroke in the left hand margin for each of the 10 relevant points.

Record 0 for a failure to score a point.

2 Language: 5 marks

The approach to marking is positive, candidates are rewarded for accuracy and quality of language. Errors are not penalised. The total number of ticks should be recorded at the foot of the page and converted to a mark out of 5 using the Conversion table at the end of the mark scheme.

MARKS FOR RELEVANT COMMUNICATION

General principles

- (a) Do not award Communication marks when the required elements are expressed in inappropriate tenses.

LANGUAGE MARKS

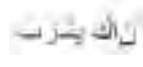
General Comments

This positive mark scheme is intended to reward both accuracy and ambition. No marks are deducted for errors. There is no 'impression marking'

Marking Units

Ticks are awarded for correct Marking Units of which each element is correct. The tick is recorded over the scoring word.

A Marking unit may consist of the correct use of any of the following items:

- A verb, with or without an expressed subject (noun or pronoun) and with or without a suffixed object pronoun. Extra marks are available for the use of negative expressions and the interrogative
- A compound verbal expression (e.g. )
- An independent noun
- A noun with suffixed possessive pronoun
- A noun + adjective phrase
- An independent adjective or adjectival phrase
- Two or more nouns in an *iDaafa* relationship, with or without associated adjective(s)
- Any pronoun, including relative pronouns
- All adverbs
- All conjunctions (except )

See below for details.

Inaccuracies in the writing of *hamza* () are ignored.

Units containing consequential errors are not rewarded.

Misspelling of proper nouns in the case of a person's name or a town or place other than a country should be tolerated.

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A VERBS

Verb used in appropriate tense and person, with or without expressed subject = 1

Singular verb used correctly with following plural noun subject = 1 + 1

Feminine singular verb used correctly for non-human plural = 1 + 1

Verb used appropriately with correct associated preposition (e.g. **التحق بـ**) = 1 + 1

Verb with appropriate use of **لا، من، سوف** = 1 + 1

Compound verbal expression (e.g. **كان يصرخ**) = 1 + 1

Negative verb constructed with correct negative particle (**لا، لم، لن**) = 1 + 1

Verb with appropriate pronoun suffix = 1 + 1

Feminine singular suffix used for non-human plural = 1 additional tick

B NOUNS

Noun used with appropriate possessive pronoun suffix = 1

Feminine singular suffix used for non-human plural = 1 additional tick

Feminine noun without *taa' marbuu* **Ta** + treated as feminine (e.g. **الرضع**) = 1

Correct broken plural used = 1

Correct use of accusative **الى** = 1

Correct case endings for sound masculine plural (**ون، ين**) = 1

Correct case endings for dual (**ان، ين**) = 1

2 nouns linked correctly in *iDaafa* construction = 2

Additional noun used in complex *iDaafa* = 2 + 1

iDaafa construction with 2 nouns + adjective = 2 + 1

Linking of nouns with *li* in quasi-possessive construction = 2

N.B. No credit is given for a singular noun, or for a sound feminine plural noun, with or without the definite article, except as described above

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C ADJECTIVES

Correct use of plural adjective, e.g. *أولاد* = 1

Use of feminine adjective to refer to non-human plural = 1

Correct use of comparative construction (with *أكثر*) = 2

Correct use of superlative construction = 2

Adjective used in correct position with correct agreement in noun + adjective phrase = 2

N.B. No credit is given for the independent use of singular adjectives, except as described above

D PRONOUNS

All pronouns other than subject pronouns (e.g. *أنا*) are ticked when used correctly

هنا are ticked only when used as "links" (e.g. *هنا هو البيت* = 1 (demonstrative) + 1)

Correct use of suffixed object pronoun = 1

Preposition + suffixed pronoun = 1

Relative pronoun used in correct form = 1

Omission of relative pronoun in indefinite relative clause = 1

Demonstrative pronoun used in correct form (e.g. *هنا*) = 1

Treatment of non-human plurals as feminine singular = 1 additional tick

E PREPOSITIONS

All prepositions are ticked when used correctly

Preposition with noun = 1

Preposition + suffixed pronoun = 1

Preposition + suffixed feminine singular pronoun for non-human plural = 1 + 1

Verb with correct associated preposition = 1 + 1

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F ADVERBS

All adverbs and adverbial expressions used correctly (including adverbial expressions formed with \rightarrow) gain one tick, except \rightarrow

G CONJUNCTIONS

Appropriate use of conjunction (except \rightarrow) = 1

\rightarrow correctly used in \rightarrow construction = 1

H NUMBERS AND TIME

Use of simple number (e.g. 3-10, 20) in correct form (masc / fem) = 1

Compound number (e.g. 15, 27) in correct form = 1 + 1

Number used with following noun in correct form (sing / plural) = 1 additional tick

Simple time expression (e.g. 'six o'clock') = 1

Complex time expression ('half past six', 'five to six' etc) = 1 + 1

N.B. No credit is given for numbers written as figures.

I INTERROGATIVES

Appropriate use of question word (including \rightarrow) = 1

Singular accusative used after \rightarrow = 1 + 1

Agreement of \rightarrow = 1 + 1

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Conversion Table for ticks

<i>Number of ticks</i> <i>Maximum 20</i>	<i>Mark out of 5</i> <i>(for Accuracy of Language)</i>
20+	5
16-19	4
12-15	3
8-11	2
4-7	1
0-3	0

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Section 3

بين الأول - سؤال 27 - 32

27 إرسال الطفل إلى الروضة في سن مبكر يساعد على تنمية عقل الطفل

الإجابة: خطأ

تحول الطفل الروضة في سن مبكر أمر غير صحي

28 يعتقد الطفل الحذر العائلي عندما يذهب إلى الروضة في سن مبكر.

الإجابة: صح

29 يعبر الطفل عن خوفه بالقراءة.

الإجابة: خطأ

يعبر عن خوفه في رفض تناول الطعام الصراخ أو البكاء .

30 الطفل الأكبر يجد صعوبة في التكيف مع الطفل الأصغر بسبب نمو جسمه

الإجابة: خطأ

الطفل الأكبر يتكيف سريعاً مع حج المدرسة بسبب نمو عقله وعواطفه .

31 الطفل الأكبر يتعلم أسرع من الطفل الأصغر .

الإجابة: صح

32 يوجد حشرات كثيرة عند إرسال الطفل إلى المدرسة في سن مبكر .

الإجابة: خطأ

يوجد مشاكل .

Total 10 marks

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سؤال: 33 - 37

فقرة التالية تم أجب عن الأسئلة التي تليها:

- 33 ماذا كان موضوع السورة ؟
- a. علاقة آراء وأحلام شباب لعام 2015 [1]
- 34 ماذا تكره سارة ؟
- a. الإزدياد [1]
- b. عدم التقيد بالمواعيد [1]
- 35 أين تريد أن تسكن سارة ولماذا ؟
- a. تريد العيش في القرى أو المناطق الأقل ازدياداً. [1]
- b. لتستطيع التقيد بالمواعيد. [1]
- 36 من حصل على ميدالية ذهبية وما الألعاب القارية التي تفرها عن غيرها في حينه ؟
- a. المصارع كرم إبراهيم جابر [1]
- b. الملاكمة والمصارعة. [1]
- 37 كيف يمكن أن تصنع نول عربية لبطال أولمبيد لعام 2012 ؟
- a. التدريب في معسكرات خارجية [1]
- b. الإحتكاك مع أبطال نولين [1]
- c. الإلتزام الأخلاقي والإصرار والعزيمة [1]

Total 10 marks