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**ARABIC**

**0544/42**

Paper 4 Writing

**May/June 2019**

MARK SCHEME

Maximum Mark: 50

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**Published**

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

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

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

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.

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This document consists of **24** printed pages.

**PUBLISHED****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**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1	<p>Candidates are required to list 8 items in Arabic. Read all the items the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none"><li>• <b>Select the most correct items up to a maximum of 5</b></li><li>• <b>Award 1 mark for each correct item up to a maximum of 5</b></li></ul> <p>Note: the pictures provided on the question paper are only suggestions. Accept any place in the city.</p>	

Question	Answer	Marks																				
1	<p><b>Generic mark scheme for Question 1</b></p> <ul style="list-style-type: none"> <li>Answers should be marked for communication. <u>Tolerate inaccuracies provided the message is clear:</u> <ul style="list-style-type: none"> <li>(a) ‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer?</li> <li>(b) Look-alike test: does what the candidate has written look like the correct answer?</li> <li>(c) Ignore any article.</li> </ul> </li> </ul> <p><b>Session specific instructions for Question 1: Where do you go in the city?</b></p> <p>أنت الآن في وسط المدينة. أين يمكنك أن تذهب في وسط المدينة؟ اكتب قائمة بـ 8 أماكن باللغة العربية.</p> <p><u>The following are examples. Accept any place the candidate could go in the city.</u></p> <table border="1" data-bbox="456 719 1816 1437"> <thead> <tr> <th data-bbox="456 719 844 778">REJECT</th> <th data-bbox="844 719 1816 778">ACCEPT</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 778 844 852"></td> <td data-bbox="844 778 1816 852">مسبح</td> </tr> <tr> <td data-bbox="456 852 844 925"></td> <td data-bbox="844 852 1816 925">سوق</td> </tr> <tr> <td data-bbox="456 925 844 999"></td> <td data-bbox="844 925 1816 999">ملعب كرة القدم</td> </tr> <tr> <td data-bbox="456 999 844 1072"></td> <td data-bbox="844 999 1816 1072">مكتبة</td> </tr> <tr> <td data-bbox="456 1072 844 1145"></td> <td data-bbox="844 1072 1816 1145">سينما</td> </tr> <tr> <td data-bbox="456 1145 844 1219"></td> <td data-bbox="844 1145 1816 1219">مطعم</td> </tr> <tr> <td data-bbox="456 1219 844 1292"></td> <td data-bbox="844 1219 1816 1292">جامعة</td> </tr> <tr> <td data-bbox="456 1292 844 1366"></td> <td data-bbox="844 1292 1816 1366">موقف السيارات</td> </tr> <tr> <td data-bbox="456 1366 844 1437"></td> <td data-bbox="844 1366 1816 1437">مستشفى</td> </tr> </tbody> </table>	REJECT	ACCEPT		مسبح		سوق		ملعب كرة القدم		مكتبة		سينما		مطعم		جامعة		موقف السيارات		مستشفى	5
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Question	Answer	Marks
2	<p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication: award a mark out of 10 according to the instructions in 2.1</b></li> <li>• <b>Language: award a mark out of 5 according to the instructions in 2.2.</b></li> </ul>	
	<p><b><u>2.1: award a mark out of 10 for Communication</u></b></p> <p><b><i>Generic mark scheme for Communication (Question 2)</i></b>  <b><i>1 mark per item communicated (covering the 3–5 tasks) up to a maximum of 10</i></b></p>	
	<p>(i) Award marks 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"> <li>• <u>If 1 of the tasks</u> is missing, the maximum communication mark is 9.</li> <li>• <u>If 2 of the tasks</u> are missing, the maximum communication mark is 8 (and so on).</li> </ul> <p>(ii) Add up the marks 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 <b>Question 1</b>: 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;"><b>[Total marks for Communication: 10]</b></p>	<b>10</b>

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2	<p><b>Session specific instructions for Communication marks (Question 2): Write an email to the school magazine about a school trip.</b></p> <p>أكتب رسالة إلكترونية قصيرة (80–90 كلمة) إلى مجلة المدرسة مستعيناً بالنقاط التالية:</p> <table border="1" data-bbox="327 344 1948 1241"> <tr> <td data-bbox="327 344 443 411"></td> <td data-bbox="443 344 1948 411"><b>Accept</b></td> </tr> <tr> <td data-bbox="327 411 443 528">1</td> <td data-bbox="443 411 1948 528"> <p>صِفْ مكان الرحلة.</p> <p><b>REWARD:</b> Any sensible location such as historic site, sea side, to the mountains etc...</p> </td> </tr> <tr> <td data-bbox="327 528 443 683">2</td> <td data-bbox="443 528 1948 683"> <p>في أيِّ فصل من السنة؟</p> <p><b>REWARD:</b> Any season or school terms <b>REJECT:</b> Days</p> </td> </tr> <tr> <td data-bbox="327 683 443 799">3</td> <td data-bbox="443 683 1948 799"> <p>مَنْ ينظِّم الرحلة؟</p> <p><b>REWARD</b> Any name of a teacher, organisation etc. (or any other individual)</p> </td> </tr> <tr> <td data-bbox="327 799 443 991">4</td> <td data-bbox="443 799 1948 991"> <p>ما رأي الطلاب في هذه الرحلة؟ ولماذا؟</p> <p><b>Insist on opinion and reason</b> <b>REWARD :</b> They like it/do not like it/enjoyed it etc. Because it is fun, get to know each other etc.</p> </td> </tr> <tr> <td data-bbox="327 991 443 1241">5</td> <td data-bbox="443 991 1948 1241"> <p>كيف ستشجّع الطلاب على المشاركة في الرحلة القادمة؟</p> <p><b>Insist on FUTURE tense.</b> Write article in the school magazine, post on Facebook, share information about reasonable price, talk in assembly <b>REWARD</b> anything sensible <b>ACCEPT:</b> Any sensible idea in the future.</p> </td> </tr> </table>		<b>Accept</b>	1	<p>صِفْ مكان الرحلة.</p> <p><b>REWARD:</b> Any sensible location such as historic site, sea side, to the mountains etc...</p>	2	<p>في أيِّ فصل من السنة؟</p> <p><b>REWARD:</b> Any season or school terms <b>REJECT:</b> Days</p>	3	<p>مَنْ ينظِّم الرحلة؟</p> <p><b>REWARD</b> Any name of a teacher, organisation etc. (or any other individual)</p>	4	<p>ما رأي الطلاب في هذه الرحلة؟ ولماذا؟</p> <p><b>Insist on opinion and reason</b> <b>REWARD :</b> They like it/do not like it/enjoyed it etc. Because it is fun, get to know each other etc.</p>	5	<p>كيف ستشجّع الطلاب على المشاركة في الرحلة القادمة؟</p> <p><b>Insist on FUTURE tense.</b> Write article in the school magazine, post on Facebook, share information about reasonable price, talk in assembly <b>REWARD</b> anything sensible <b>ACCEPT:</b> Any sensible idea in the future.</p>	10
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Question	Answer	Marks												
2	<p data-bbox="322 217 878 248"><b><u>2.2: award a mark out of 5 for Language</u></b></p> <p data-bbox="322 284 1012 316"><b><i>Generic mark scheme for Language (Question 2):</i></b></p> <div data-bbox="322 352 1946 1289" style="border: 1px solid black; padding: 10px;"> <ul data-bbox="340 371 1550 435" style="list-style-type: none"> <li>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)):</li> </ul> <p data-bbox="340 475 967 507"><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" data-bbox="344 539 1928 1203"> <tbody> <tr> <td data-bbox="344 539 456 707"><b>5</b></td> <td data-bbox="456 539 1928 707">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="344 707 456 842"><b>4</b></td> <td data-bbox="456 707 1928 842">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="344 842 456 978"><b>3</b></td> <td data-bbox="456 842 1928 978">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="344 978 456 1074"><b>2</b></td> <td data-bbox="456 978 1928 1074">A few <b>phrases or short sentences</b> are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="344 1074 456 1137"><b>1</b></td> <td data-bbox="456 1074 1928 1137">Disjointed words or short phrases, two or more of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="344 1137 456 1203"><b>0</b></td> <td data-bbox="456 1137 1928 1203">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p data-bbox="1550 1241 1928 1273" style="text-align: right;"><b>Total marks for language: 5</b></p> </div> <p data-bbox="322 1326 1146 1358">*Consider the whole answer when awarding mark for language.</p>	<b>5</b>	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.	<b>4</b>	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	<b>3</b>	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)	<b>2</b>	A few <b>phrases or short sentences</b> are accurate enough to be comprehensible. Very simple sentence structure.	<b>1</b>	Disjointed words or short phrases, two or more of them accurate enough to be comprehensible.	<b>0</b>	One or two disjointed words or short phrases may be recognisable.	<b>5</b>
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**PUBLISHED****SECTION 2**

Question	Answer	Marks
3	<p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> award a <u>mark out of 10</u> according to the instructions in 3.1</li> <li>• <b>Language:</b> award a mark out of <u>8 for Verbs</u> according to the instructions in 3.2 award a mark out of <u>12 for Other linguistic features</u> according to the instructions in 3.3.</li> </ul>	
	<p><b><u>3.1 – award a mark out of 10 for Communication</u></b></p> <p><b><i>Generic mark scheme for Communication (Question 3):</i></b></p> <p>Place up to 2 ‘numbered’ ticks as close as possible to each relevant communication point (see tables below for details):</p> <p>When two ‘reactions’ are required in Question 3:</p> <ul style="list-style-type: none"> <li>– If the reaction carries same meaning, consider it one reaction, e.g.: سعيد ومسرور is considered one reaction.</li> <li>– If it carries two different meaning consider it two reactions even if it was listed. e.g.: سعيد ومتعب could be considered two reactions.</li> </ul>	

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3	<p>(i) The mark scheme will identify 5 tasks for each <b>Question 3</b> (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="378 418 1944 616"> <tbody> <tr> <td data-bbox="378 418 533 485"><b>2 ticks</b></td> <td data-bbox="533 418 1944 485">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="378 485 533 552"><b>1 tick</b></td> <td data-bbox="533 485 1944 552">Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="378 552 533 616"><b>0 ticks</b></td> <td data-bbox="533 552 1944 616">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, <b>do not</b> annotate script.</p> <p>For each task identified in the mark scheme, reward the best attempt, <b>but only</b> reward a single attempt.</p> <p style="text-align: right;"><b>[Total marks for Communication: 10]</b></p>	<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	<b>1 tick</b>	Communication of some meaning is achieved but the message may be ambiguous or incomplete.	<b>0 ticks</b>	Nothing of worth communicated.	<b>10</b>
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3	<b>Guidance on awarding marks for Communication</b>														
<b>Example 1:</b> كيف تقضي أيام العطلة عادة؟															
<table border="1"> <thead> <tr> <th data-bbox="324 331 1003 432">Candidate's response</th> <th data-bbox="1003 331 1272 432">Ticks for Communication</th> <th data-bbox="1272 331 1951 432">Reason for mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 432 1003 499">نعم قضيت العطلة.</td> <td data-bbox="1003 432 1272 499">0</td> <td data-bbox="1272 432 1951 499">Nothing of worth communicated.</td> </tr> <tr> <td data-bbox="324 499 1003 614">أنا تعمل في مكتب أبي.</td> <td data-bbox="1003 499 1272 614">1</td> <td data-bbox="1272 499 1951 614">Some meaning conveyed – use of <b>تعمل</b> makes message ambiguous.</td> </tr> <tr> <td data-bbox="324 614 1003 694">عملت في مكتب أبي.</td> <td data-bbox="1003 614 1272 694">2</td> <td data-bbox="1272 614 1951 694">Message clearly communicated.</td> </tr> </tbody> </table>				Candidate's response	Ticks for Communication	Reason for mark	نعم قضيت العطلة.	0	Nothing of worth communicated.	أنا تعمل في مكتب أبي.	1	Some meaning conveyed – use of <b>تعمل</b> makes message ambiguous.	عملت في مكتب أبي.	2	Message clearly communicated.
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<b>Example 2:</b> أين تذهب للتسوق ومع من؟															
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	<p><b>Session specific instructions for Communication marks (Question 3):</b></p> <p><b>3 steps to award Communication marks:</b></p> <ol style="list-style-type: none"> <li>1 Check against Communication task (table) Has the task been attempted? (no attempt → no Comm. tick)</li> <li>2 Find the best attempt at the task</li> <li>3 In that task, is the message clear (2 ticks) or unclear (1 tick) or absent (0 ticks)? (see example table above)</li> </ol> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Place up to 2 'numbered' ticks as close as possible to each relevant communication point:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 15%; padding: 2px;"><b>2 ticks</b></td> <td style="padding: 2px;">Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.</td> </tr> <tr> <td style="padding: 2px;"><b>1 tick</b></td> <td style="padding: 2px;">Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td> </tr> <tr> <td style="padding: 2px;"><b>0 ticks</b></td> <td style="padding: 2px;">Nothing of worth communicated.</td> </tr> </tbody> </table> </div>	<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.	<b>1 tick</b>	Communication of some meaning is achieved but the message may be ambiguous or incomplete.	<b>0 ticks</b>	Nothing of worth communicated.	
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Question	Answer		Marks
3(a)	<p><b>Question 3(a) Letter about a present to a friend</b></p> <p>(a) اشتريت هدية لصديقك لتشارك في احتفاله بمناسبة سعيدة.</p>		
	Tick	Accept	Mark
	1	<p>ما مناسبة الاحتفال؟</p> <p><b>Accept</b> any description of any kind or cause of celebration etc. My friend's 15<sup>th</sup> birthday, my friend recovered from an illness last month, my friend did well in all his final year exams, etc.</p>	2
	2	<p>صف الهدية.</p> <p><b>Accept a name or description for the present.</b></p> <p><b>REWARD:</b> Any description of the present. It is nice, unique, rare, funny etc.</p>	2
	3	<p>لماذا اخترت هذه الهدية؟</p> <p><b>Insist on justification and Past</b></p> <p><b>REWARD :</b> Any sensible reason.</p>	2
	4	<p>ما شعور صديقك عندما فتح الهدية.</p> <p><b>Insist on opinion</b></p> <p><b>REWARD:</b> Any sensible feeling: happy, joyful, excited, surprised, upset, etc.</p>	2
	5	<p>كيف ستشجع أصدقاءك على تبادل الهدايا؟</p> <p><b>Insist on future</b></p> <p><b>REWARD:</b> Any sensible point such as write an article on the school website about the merits of exchanging presents etc.</p>	2

Question	Answer	Marks																		
3(b)	<p><b>Question 3(b): Article. Writing about the benefit of learning languages.</b></p> <p>(b) طلب منك معلمك أن تكتب مقالاً عن أهمية اللغات موضّحاً النقاط التالية:</p> <table border="1" data-bbox="322 379 1944 1219"> <thead> <tr> <th data-bbox="322 379 439 443">Tick</th> <th data-bbox="439 379 1832 443">Accept</th> <th data-bbox="1832 379 1944 443">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="322 443 439 608">1</td> <td data-bbox="439 443 1832 608"> <p>ما الوسائل التي ساعدتك على تعلّم اللغة العربية؟</p> <p><b>Insist on past tense.</b> <b>REWARD:</b> How the internet &amp; films, language classes etc... helped you to learn foreign languages</p> </td> <td data-bbox="1832 443 1944 608">2</td> </tr> <tr> <td data-bbox="322 608 439 772">2</td> <td data-bbox="439 608 1832 772"> <p>ما الصعوبات التي واجهتك في تعلّم اللغة العربية؟</p> <p><b>Insist on past tense,</b> <b>REWARD:</b> Difficult to speak, comprehend, writing from right to left, listening, etc.</p> </td> <td data-bbox="1832 608 1944 772">2</td> </tr> <tr> <td data-bbox="322 772 439 936">3</td> <td data-bbox="439 772 1832 936"> <p>صف شعورك أثناء تعلّم اللغة العربية.</p> <p><b>Insist on describing feelings.</b> <b>REWARD:</b> I felt proud, sad, frustrated, etc.</p> </td> <td data-bbox="1832 772 1944 936">2</td> </tr> <tr> <td data-bbox="322 936 439 1059">4</td> <td data-bbox="439 936 1832 1059"> <p>ما النشاط الذي تقوم به لتشجيع الطلاب على تعلّم اللغة العربية؟</p> <p><b>REWARD:</b> Any activity such as write articles talk to friends etc. and consider task complete</p> </td> <td data-bbox="1832 936 1944 1059">2</td> </tr> <tr> <td data-bbox="322 1059 439 1219">5</td> <td data-bbox="439 1059 1832 1219"> <p>كيف ستستفيد من تعلّم اللغة العربية في المستقبل؟</p> <p><b>Insist on Future</b> <b>REWARD:</b> Any future jobs, travel, watching Arabic films, communicating with people.</p> </td> <td data-bbox="1832 1059 1944 1219">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	<p>ما الوسائل التي ساعدتك على تعلّم اللغة العربية؟</p> <p><b>Insist on past tense.</b> <b>REWARD:</b> How the internet &amp; films, language classes etc... helped you to learn foreign languages</p>	2	2	<p>ما الصعوبات التي واجهتك في تعلّم اللغة العربية؟</p> <p><b>Insist on past tense,</b> <b>REWARD:</b> Difficult to speak, comprehend, writing from right to left, listening, etc.</p>	2	3	<p>صف شعورك أثناء تعلّم اللغة العربية.</p> <p><b>Insist on describing feelings.</b> <b>REWARD:</b> I felt proud, sad, frustrated, etc.</p>	2	4	<p>ما النشاط الذي تقوم به لتشجيع الطلاب على تعلّم اللغة العربية؟</p> <p><b>REWARD:</b> Any activity such as write articles talk to friends etc. and consider task complete</p>	2	5	<p>كيف ستستفيد من تعلّم اللغة العربية في المستقبل؟</p> <p><b>Insist on Future</b> <b>REWARD:</b> Any future jobs, travel, watching Arabic films, communicating with people.</p>	2	
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3(c)	<p data-bbox="324 215 1108 247">• <b>Question 3(c): A story. you heard a strange noise....</b></p> <p data-bbox="1288 295 1960 343">(c) "كنتُ نائماً في سريري، فجأة سمعتُ صوتاً غريباً ف..."</p> <table border="1" data-bbox="324 375 1948 1252"> <thead> <tr> <th data-bbox="324 375 436 438">Tick</th> <th data-bbox="436 375 1825 438">Accept</th> <th data-bbox="1825 375 1948 438">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 438 436 606">1</td> <td data-bbox="436 438 1825 606"> <p data-bbox="1534 470 1825 518">ما الصوت الذي سمعته؟</p> <p data-bbox="448 526 1097 590"><b>Insist on past tense.</b> <b>REWARD:</b> Any sensible description of the sound.</p> </td> <td data-bbox="1825 438 1948 606">2</td> </tr> <tr> <td data-bbox="324 606 436 774">2</td> <td data-bbox="436 606 1825 774"> <p data-bbox="1646 638 1825 686">صِف شعورك.</p> <p data-bbox="448 694 896 758"><b>Insist on feeling.</b> <b>REWARD:</b> Any sensible reaction.</p> </td> <td data-bbox="1825 606 1948 774">2</td> </tr> <tr> <td data-bbox="324 774 436 933">3</td> <td data-bbox="436 774 1825 933"> <p data-bbox="1579 798 1825 845">ماذا فعلت بعد ذلك؟</p> <p data-bbox="448 853 1254 917"><b>Insist on past tense.</b> <b>REWARD:</b> Any sensible description of the action that follows.</p> </td> <td data-bbox="1825 774 1948 933">2</td> </tr> <tr> <td data-bbox="324 933 436 1093">4</td> <td data-bbox="436 933 1825 1093"> <p data-bbox="1489 957 1825 1005">ما رأي عائلتك في ما حدث؟</p> <p data-bbox="448 1013 996 1077"><b>Insist on opinion/ reaction</b> <b>REWARD:</b> Any sensible opinion/reaction.</p> </td> <td data-bbox="1825 933 1948 1093">2</td> </tr> <tr> <td data-bbox="324 1093 436 1252">5</td> <td data-bbox="436 1093 1825 1252"> <p data-bbox="1568 1117 1825 1165">مَنْ سَتُخبر بما حدث؟</p> <p data-bbox="448 1173 873 1236"><b>Insist on future Tense.</b> <b>REWARD:</b> Any person/ no one.</p> </td> <td data-bbox="1825 1093 1948 1252">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	<p data-bbox="1534 470 1825 518">ما الصوت الذي سمعته؟</p> <p data-bbox="448 526 1097 590"><b>Insist on past tense.</b> <b>REWARD:</b> Any sensible description of the sound.</p>	2	2	<p data-bbox="1646 638 1825 686">صِف شعورك.</p> <p data-bbox="448 694 896 758"><b>Insist on feeling.</b> <b>REWARD:</b> Any sensible reaction.</p>	2	3	<p data-bbox="1579 798 1825 845">ماذا فعلت بعد ذلك؟</p> <p data-bbox="448 853 1254 917"><b>Insist on past tense.</b> <b>REWARD:</b> Any sensible description of the action that follows.</p>	2	4	<p data-bbox="1489 957 1825 1005">ما رأي عائلتك في ما حدث؟</p> <p data-bbox="448 1013 996 1077"><b>Insist on opinion/ reaction</b> <b>REWARD:</b> Any sensible opinion/reaction.</p>	2	5	<p data-bbox="1568 1117 1825 1165">مَنْ سَتُخبر بما حدث؟</p> <p data-bbox="448 1173 873 1236"><b>Insist on future Tense.</b> <b>REWARD:</b> Any person/ no one.</p>	2	
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3	<p data-bbox="320 215 1059 247"><b><u>3.2 – award a mark out of 8 for Accurate use of verbs</u></b></p> <p data-bbox="320 284 1173 316"><b><i>Generic mark scheme for accurate use of verbs (Question 3):</i></b></p> <div data-bbox="320 352 1944 1297" style="border: 1px solid black; padding: 10px;"> <p data-bbox="331 360 1933 427">(i) Place a tick above the <b>first</b> occurrence of each correct verb up to a maximum of 18 ticks (details of how to award ticks are provided below)</p> <p data-bbox="331 427 1491 459">(ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below</p> <p data-bbox="741 496 1525 528" style="text-align: center;"><b>Conversion table for Accurate use of verbs (Question 3)</b></p> <table border="1" data-bbox="853 560 1413 1222" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="853 560 1178 627">Number of ticks</th> <th data-bbox="1178 560 1413 627">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="853 627 1178 694">18+</td> <td data-bbox="1178 627 1413 694">8</td> </tr> <tr> <td data-bbox="853 694 1178 761">16,17</td> <td data-bbox="1178 694 1413 761">7</td> </tr> <tr> <td data-bbox="853 761 1178 828">14,15</td> <td data-bbox="1178 761 1413 828">6</td> </tr> <tr> <td data-bbox="853 828 1178 895">12,13</td> <td data-bbox="1178 828 1413 895">5</td> </tr> <tr> <td data-bbox="853 895 1178 962">10,11</td> <td data-bbox="1178 895 1413 962">4</td> </tr> <tr> <td data-bbox="853 962 1178 1029">8,9</td> <td data-bbox="1178 962 1413 1029">3</td> </tr> <tr> <td data-bbox="853 1029 1178 1096">6,7</td> <td data-bbox="1178 1029 1413 1096">2</td> </tr> <tr> <td data-bbox="853 1096 1178 1163">4,5</td> <td data-bbox="1178 1096 1413 1163">1</td> </tr> <tr> <td data-bbox="853 1163 1178 1222">0,1,2,3</td> <td data-bbox="1178 1163 1413 1222">0</td> </tr> </tbody> </table> <p data-bbox="1368 1254 1933 1286" style="text-align: right;"><b>Total marks for Accurate use of verbs: 8</b></p> </div>	Number of ticks	Mark	18+	8	16,17	7	14,15	6	12,13	5	10,11	4	8,9	3	6,7	2	4,5	1	0,1,2,3	0	<b>8</b>
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Question	Answer	Marks															
3	<p>• <b>How to award ticks for Accurate use of verbs (Question 3):</b></p> <p><b>(a) Subject (noun or pronoun) + any finite verb</b></p> <ul style="list-style-type: none"> <li>• both subject and verb must be correct for the verb to score a tick</li> <li>• verb must be in the appropriate tense to score a tick</li> <li>• inaccuracies in the writing of <i>hamza</i> (ء)</li> <li>• do not tick verbs contained in the ‘letter etiquette’: appropriate beginnings and endings to letters are considered for reward under Other linguistic features.</li> <li>• Verb must be in the <u>appropriate tense</u> to score a tick (see session-specific tables on tenses)</li> </ul> <table border="1" data-bbox="327 564 1948 1023"> <thead> <tr> <th data-bbox="327 564 896 632">Tick</th> <th data-bbox="896 564 1420 632">No tick</th> <th data-bbox="1420 564 1948 632">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="327 632 896 715">(✓) يلعبُ، تلعبُ (✓)، ألعِبُ (✓)</td> <td data-bbox="896 632 1420 715"></td> <td data-bbox="1420 632 1948 715"></td> </tr> <tr> <td data-bbox="327 715 896 796">لعبتُ (✓)، لعبتَ (✓)، لعبَ (✓)</td> <td data-bbox="896 715 1420 796"></td> <td data-bbox="1420 715 1948 796"></td> </tr> <tr> <td data-bbox="327 796 896 892">التلاميذ يجتهدون (✓)</td> <td data-bbox="896 796 1420 892">(no tick) التلاميذ يجتهد</td> <td data-bbox="1420 796 1948 892">Incorrect match between verb and subject</td> </tr> <tr> <td data-bbox="327 892 896 1023">سوف أسافر (✓)، سأكتب (✓)، قد أرحل (✓)</td> <td data-bbox="896 892 1420 1023"></td> <td data-bbox="1420 892 1948 1023"></td> </tr> </tbody> </table>	Tick	No tick	Note	(✓) يلعبُ، تلعبُ (✓)، ألعِبُ (✓)			لعبتُ (✓)، لعبتَ (✓)، لعبَ (✓)			التلاميذ يجتهدون (✓)	(no tick) التلاميذ يجتهد	Incorrect match between verb and subject	سوف أسافر (✓)، سأكتب (✓)، قد أرحل (✓)			
Tick	No tick	Note															
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سوف أسافر (✓)، سأكتب (✓)، قد أرحل (✓)																	

Question	Answer			Marks
3	<b>Singular verb used correctly with the following plural noun subject</b>			
	<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
	يلعب (✓) الأولاد	يلعبوا (no tick) الأولاد		
	يأكل (✓) الأولاد ويلعبون (✓)			
	<b>Feminine singular verb with non-human plural</b>			
	<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
	سبحت (✓) الأسماك	سبحوا (no tick) الأسماك		
<b>Compound verbal expression</b>				
<b>Tick</b>	<b>No tick</b>	<b>Note</b>		
كان يشرب (✓)				

Question	Answer			Marks
3	<b>With negative</b>			
	<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
	لم يكتب (✓) الوظيفة	لم يكتب (no tick) الوظيفة		
	<b>Verb with appropriate possessive pronoun suffix</b>			
	<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
	أكلها (✓) / قرأه (✓)			
	<b>Correct verb within meaningless statement</b>			
	<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
	أكل (✓) الولد التفاحة	أكل (no tick) الولد البيت	do not reward correct verb in a meaningless statement	
	<b>Imperative</b>			
<b>Tick</b>	<b>Note</b>			
تعال (✓)، لاتلمس (✓)				

Question	Answer			Marks									
3	<p><b>Infinitive</b></p> <table border="1" data-bbox="324 247 1951 478"> <thead> <tr> <th data-bbox="324 247 896 316">Tick</th> <th data-bbox="896 247 1422 316">No tick</th> <th data-bbox="1422 247 1951 316">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 316 896 395" style="text-align: center;">أريد (✓) أن أذهب (✓)</td> <td data-bbox="896 316 1422 395"></td> <td data-bbox="1422 316 1951 395"></td> </tr> <tr> <td data-bbox="324 395 896 475" style="text-align: center;">أريد (✓) أن تذهب (no tick)</td> <td data-bbox="896 395 1422 475"></td> <td data-bbox="1422 395 1951 475"></td> </tr> </tbody> </table> <p data-bbox="324 510 1951 550"><b>(b) Reward only the first occurrence of a verb <u>if verb appears to be in the same</u> form with the same subject, e.g.</b></p> <ul data-bbox="324 574 862 686" style="list-style-type: none"> <li>• أحب (✓) السّباحة. وأحب (no tick) التنس أيضاً.</li> <li>• أحب (✓) السّباحة. لا أحب (no tick) التنس.</li> <li>• أحب (✓) السّباحة. وأخي يحب (✓) التنس أيضاً.</li> </ul>			Tick	No tick	Note	أريد (✓) أن أذهب (✓)			أريد (✓) أن تذهب (no tick)			
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أريد (✓) أن تذهب (no tick)													

Question	Answer	Marks														
3	<p data-bbox="322 217 1106 245"><b><u>3.3 – award a mark out of 12 for Other linguistic features</u></b></p> <p data-bbox="322 284 1209 312"><b><i>Generic mark scheme for Other linguistic features (Question 3):</i></b></p> <div data-bbox="331 352 1944 435" style="border: 1px solid black; padding: 5px;"> <p data-bbox="340 368 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> </div> <p data-bbox="725 472 1550 501" style="text-align: center;"><b>Grade descriptors for Other linguistic features (Question 3)</b></p> <table border="1" data-bbox="344 536 1926 1404"> <tbody> <tr> <td data-bbox="344 536 456 676"><b>11–12</b></td> <td data-bbox="456 536 1926 676"> <ul style="list-style-type: none"> <li>• Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</li> <li>• Highly accurate at this level, though not necessarily faultless.</li> <li>• Makes effective use of a wide range of vocabulary fully appropriate to the task.</li> </ul> </td> </tr> <tr> <td data-bbox="344 676 456 817"><b>9–10</b></td> <td data-bbox="456 676 1926 817"> <ul style="list-style-type: none"> <li>• Attempts a range of structures with a good degree of success.</li> <li>• More complex language usually error-free.</li> <li>• Uses a variety of relevant vocabulary at this level.</li> </ul> </td> </tr> <tr> <td data-bbox="344 817 456 957"><b>7–8</b></td> <td data-bbox="456 817 1926 957"> <ul style="list-style-type: none"> <li>• In control of simple structures. Varied success with more complex structures.</li> <li>• Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.</li> <li>• Has sufficient vocabulary to add some interest to the writing.</li> </ul> </td> </tr> <tr> <td data-bbox="344 957 456 1098"><b>5–6</b></td> <td data-bbox="456 957 1926 1098"> <ul style="list-style-type: none"> <li>• Attempts more than basic structures.</li> <li>• On balance the work is more accurate than inaccurate.</li> <li>• Straightforward vocabulary relevant to the task.</li> </ul> </td> </tr> <tr> <td data-bbox="344 1098 456 1238"><b>3–4</b></td> <td data-bbox="456 1098 1926 1238"> <ul style="list-style-type: none"> <li>• Reliant on basic structures.</li> <li>• Some examples of correct language. Meaning usually conveyed.</li> <li>• Basic vocabulary.</li> </ul> </td> </tr> <tr> <td data-bbox="344 1238 456 1334"><b>1–2</b></td> <td data-bbox="456 1238 1926 1334"> <ul style="list-style-type: none"> <li>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</li> </ul> </td> </tr> <tr> <td data-bbox="344 1334 456 1404"><b>0</b></td> <td data-bbox="456 1334 1926 1404"> <ul style="list-style-type: none"> <li>• One or two disjointed words or short phrases may be recognisable.</li> </ul> </td> </tr> </tbody> </table>	<b>11–12</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</li> <li>• Highly accurate at this level, though not necessarily faultless.</li> <li>• Makes effective use of a wide range of vocabulary fully appropriate to the task.</li> </ul>	<b>9–10</b>	<ul style="list-style-type: none"> <li>• Attempts a range of structures with a good degree of success.</li> <li>• More complex language usually error-free.</li> <li>• Uses a variety of relevant vocabulary at this level.</li> </ul>	<b>7–8</b>	<ul style="list-style-type: none"> <li>• In control of simple structures. Varied success with more complex structures.</li> <li>• Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.</li> <li>• Has sufficient vocabulary to add some interest to the writing.</li> </ul>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Attempts more than basic structures.</li> <li>• On balance the work is more accurate than inaccurate.</li> <li>• Straightforward vocabulary relevant to the task.</li> </ul>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Reliant on basic structures.</li> <li>• Some examples of correct language. Meaning usually conveyed.</li> <li>• Basic vocabulary.</li> </ul>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• One or two disjointed words or short phrases may be recognisable.</li> </ul>	
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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> <ul style="list-style-type: none"> <li>• Adjectives, including possessives and demonstratives. Also comparatives and superlatives</li> <li>• Pronouns other than subject pronouns, e.g. object pronouns (قال لي / قال له) and demonstrative pronouns (هذه / هذا)</li> <li>• Negatives</li> <li>• Interrogatives</li> <li>• Use of correct <i>iDaafa</i> construction</li> <li>• Linking of nouns with ل in quasi-possessive construction</li> <li>• Case endings for dual (ان / ين)</li> <li>• Case endings for sound masculine plural (ون / ين)</li> <li>• Use of broken plural</li> <li>• Use of accusative <i>alif</i> (أ)</li> <li>• A variety of prepositions and adverbs (except جداً)</li> <li>• Expressions of quantity time and numbers</li> <li>• Linking words (على كل حال لسوء الحظ، etc.) and conjunctions other than و</li> <li>• Subordinate clauses, including لأن التي، الذي (relative pronouns). Indirect or reported speech (قال ذلك، أظن ذلك). Time clauses with عندما، بينما، etc. and إذا</li> <li>• Appropriate writing style (e.g. letter, article, narrative/descriptive)</li> <li>• Inaccuracies in the writing of hamza (ء) are ignored.</li> <li>• Misspelling of proper nouns in the case of a person's name or a town or place other than a country should be tolerated.</li> </ul> <p style="text-align: right;"><b>[Total mark for Other linguistic features: 12]</b></p>	

Question	Answer	Marks
<p><b>Note on using mark schemes with Grade descriptors</b></p> <p>It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.</p> <p>You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.</p> <p>For example when marking <b>Question 3</b> you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.</p> <p>To select the most appropriate mark within each set of descriptors, you should use the following guidance:</p> <ul style="list-style-type: none"><li>• If most of the descriptors fit the piece (and after you have considered the band above), then you will award the top mark in the band.</li><li>• If there is just enough evidence (and you had perhaps been considering the band below), then you would award the lowest mark in the band.</li></ul> <p><b>Note on irrelevant material</b></p> <p>In the case of an answer which is completely irrelevant to the chosen question (<b>3(a)</b> or <b>3(b)</b> or <b>3(c)</b>), 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.</p>		