Cambridge IGCSE	**Cambridge Assessment International Education** Cambridge International General Certificate of Secondary Education	

ARABIC   **0544/41**

Paper 4 Writing   **May/June 2019**

MARK SCHEME

Maximum Mark: 50

Published

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

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

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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 <u>to a whole question</u> 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

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SECTION 1

</div>

Question	Answer	Marks
1	Candidates are required to list 8 items in Arabic. Read all the items the candidate has listed and award marks as follows: • **Select the most correct items up to a maximum of 5** • **Award 1 mark for each correct item up to a maximum of 5** Note: the pictures provided on the question paper are only suggestions. Accept any item the candidate could find in a house.	

	Generic mark scheme for Question 1
	• <u>Answers should be marked for communication. Tolerate inaccuracies provided the message is clear:</u>
	  (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
	  (b) Look-alike test: does what the candidate has written look like the correct answer?
	  (c) Ignore any article.
	
	Session specific instructions for Question 1: *What things can you see at home?*
	 أشياء تراها في البيت. اكتب قائمة بـ 8 أشياء تراها في البيت باللغة العربية.
	• <u>The following are examples. Accept any item the candidate could see in town.</u>	

Question	Answer	Marks
1		5

ACCEPT	
	شرفة
	مطبخ
	حمام/ دورة مياه
	ملعب كرة قدم
	سرير
	غرفة نوم
	طاولة
	خزانة
	غرفة طعام
	تلفاز

Question	Answer	Marks
2	Candidates are required to answer the question. Read the whole answer and award marks as follows: • **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.**	
	2.1: award a mark out of 10 for Communication ***Generic mark scheme for Communication (Question 2)*** ***1 tick per item communicated (covering the 3–5 tasks) up to a maximum of 10***	

	(i) Award ticks flexibly across the tasks for each piece of relevant information conveyed up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:
	  • If 1 of the tasks is missing, the maximum communication mark is 9.
	  • If 2 of the tasks are missing, the maximum communication mark is 8.
	(ii) Add up the ticks to give a mark out of 10 for Communication.
	(iii) For COMMUNICATION be tolerant of verbs/tenses/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc.).
	(iv) LISTS = 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
	(v) Only reward each piece of information once.
	(vi) Do not penalise factual errors.
	 Total marks for Communication: 10	

Question	Answer	Marks
2	***Session specific instructions for Communication marks (Question 2):** Write a short letter to your friend about shopping.* أنت تتسوّق في مدينتك. اُكتب رسالة قصيرة (**80 – 90** كلمة) إلى صديقك عن التسوّق، مستعيناً بالنقاط التالية	10

		Accept
1		ما الأشياء التي تشتريها من السوق؟ **ACCEPT:** any reasonable items e.g. books, computer games, clothes …etc.
2		من يدفع ثمن الأشياء؟ وكيف يدفع؟ **REWARD:** myself, dad, mum, any family relative. credit card, pocket money, visa….
3		من أين تتسوّق عادة؟ ولماذا؟ **REWARD**: Mall, department store, internet. **ACCEPT:** Reasons : cheaper, faster to deliver, easier to order.
4		متى ستذهب إلى السوق مرة أخرى؟ **Reward:** next week, next month. Insist on future tense.

Question	Answer	Marks
2	**2.2: award a mark out of 5 for Language** *Generic mark scheme for Language (Question 2):* • Award a mark out of 5 for Language according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme): **Grade descriptors for Language (Question 2)** <table><tr><td>5</td><td>Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Confident use of a varied range of verbs, generally successful. The majority of the response is accurate.</td></tr><tr><td>4</td><td>Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td></tr><tr><td>3</td><td>Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys diverse meaning (e.g. not repeated adjectives)</td></tr><tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr><tr><td>1</td><td>Disjointed words or short phrases, two or more of them accurate enough to be comprehensible.</td></tr><tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr></table> **Total marks for language: 5** *Consider the whole answer when awarding mark for language. **Total for Question 2: 15 marks**	5

Question	Answer	Marks
3	Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows: • **Communication: award a <u>mark out of 10</u> according to the instructions in 3.1** • **Language: 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.**	

	3.1 – award a mark out of 10 for Communication ***Generic mark scheme for Communication (Question 3):*** Place up to 2 'numbered' ticks as close as possible to each relevant communication point (see tables below for details): When two 'reactions' are required in Question 3: • If the reaction carries same meaning, consider it one reaction, e.g.: سعيد ومسرور is considered one reaction. • If it carries two different meaning consider it two reactions even if it was listed. e.g.: سعيد ومتعب could be considered two reactions.	**10**

(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.

(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).

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.

(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.

For each task identified in the mark scheme, reward the best attempt, **but only** reward a single attempt.

[Total marks for Communication: 10]

Question	Answer	Marks
3	**Guidance on awarding marks for Communication**	

Example 1: ؟كيف تَقْضي أيام العطلة عادةً

Candidate's response	Ticks for Communication	Reason for mark
نعم قضيت العطلة.	0	Nothing of worth communicated.
أنا تعملُ في مكتب أبي.	1	Some meaning conveyed – use of تعملُ makes message ambiguous.
أعمل 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.
أذهب للتسوق في المدينة.	1	Some meaning is conveyed but the task is incomplete.
أذهب للتسوق مع صديقي في المدينة.	2	Message clearly communicated.

Question	Answer	Marks
3	***Session specific instructions for Communication marks (Question 3):*** ***3 steps to award Communication marks:*** 1) *Check against Communication task (table) Has the task been attempted? (no attempt → no Comm. tick)* 2) *Find the best attempt at the task* 3) *In that task, is the message clear (2 ticks) or unclear (1 tick) or absent (0 ticks)? (see example table above)*	

Place up to 2 'numbered' ticks as close as possible to each relevant communication point	
2 ticks	Message clearly communicated. Minor errors (adjective endings use of prepositions etc.) are tolerated.
1 tick	Communication of some meaning is achieved but the message may be ambiguous or incomplete.
0 ticks	Nothing of worth communicated.

Question	Answer	Marks
3(a)	***Question 3(a): A letter to a friend.* You have been chosen to play a part in a school play.**	

(a) تم اختيارك لتكون ممثلاً في مسرحية مدرسية.

Tick	Accept	Mark
1	وصْف شخصيتك في المسرحية. **Accept** any reasonable suggestion: Cleopatra, type of clothing, personality, physical features etc.	**2**
2	لماذا اختارتك المَدرَسة لهذه الشّخصية؟ **Insist on past tense.** Accept any reasonable response: Member of the drama club, good voice, possess self-confidence.	**2**
3	كيف حضّرت نفسك ليوم العرض؟ **Insist on past tense.** Accept any reasonable response: Memorized my lines, slept early, practiced etc.	**2**
4	ما شعورك وأنتَ على المسرح؟ **Insist on feeling.** Accept any reasonable response: Fear, happiness, pride, joy. Has to mention two feelings.	**2**
5	ما النشاط المدرسي الذي ستشترك فيه السنة القادمة؟ **Insist on future.** Another play, sports, charity work.	**2**

Question	Answer	Marks
3(b)	*Question 3(b): an article.* **The mayor asked you to organise a programme for tourists in your area.**	

(b) طلب منك رئيس المدينة أن تنظم برنامجا للسائحين في منطقتك.

Tick	Accept	Mark
1	الأماكن السياحية في البرنامج. Historical sites, the beach, exhibitions, theme park.	2
2	من ساعدكَ في هذا البرنامج؟ **Insist on past tens** Family members, friends, teachers, neighbours.	2
3	ما الصعوبات التي واجهتْك عند تحضير البرنامج؟ **Insist on past tense.** Financial, traffic on the roads, time constraints etc.	2
4	صف وسائل النقل الموجودة في منطقتك. Describe the modes of transportation in your area; buses, metro, taxis etc.	2
5	كيف ستُخبر السائحين عن البرنامج؟ **Insist on future**. Internet, phone, letters, pamphlets, etc.	2

Question	Answer	Marks
3(c)	*Question 3(c): a story.* **'I was travelling to see my uncle, when I arrived at the train station I found that the train was leaving the station, I started to run… <u>Continue the story</u>.**	

<div dir="rtl">

(C) "كنت مسافراً لزيارة عمي. عندما دخلت محـطة القطار وجدت القطار يُغادر المحطة، بدأت أجري..."

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Tick	Task	Mark
1	<div dir="rtl">سبب زيارتك لعمك؟</div> **Insist on justification.** His birthday, Eid celebration, summer holiday.	2
2	<div dir="rtl">لماذا تأخرت عن موعد القطار؟</div> **Insist on past tense.** Taxi was late, taxi had a flat tire, forgot ticket at home and had to go back.	2
3	<div dir="rtl">ما شعورك عندما غادر القطار المحطة؟</div> **Insist on feeling.** Panicked, afraid, frustrated.	2
4	<div dir="rtl">من ساعدك في المحطة؟</div> **Insist on past tense.** The station manager, a friend's dad, called your parents.	2
5	<div dir="rtl">كيف ستسافر لعمك في المستقبل؟</div> **Insist on future.** Will use the train again, will be driving own car.	2

Question	Answer	Marks
3	**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><tr><th>Number of ticks</th><th>Mark</th></tr><tr><td>18+</td><td>8</td></tr><tr><td>16,17</td><td>7</td></tr><tr><td>14,15</td><td>6</td></tr><tr><td>12,13</td><td>5</td></tr><tr><td>10,11</td><td>4</td></tr><tr><td>8,9</td><td>3</td></tr><tr><td>6,7</td><td>2</td></tr><tr><td>4,5</td><td>1</td></tr><tr><td>0,1,2,3</td><td>0</td></tr></table> **Total marks for Accurate use of verbs: 8**	

Question	Answer	Marks
3	**How to award ticks for Accurate use of verbs (Question 3):**	

(a) Subject (noun or pronoun) + any finite verb
- **both subject and verb must be correct for the verb to score a tick**
- **verb must be in the appropriate tense to score a tick**
- **inaccuracies in the writing of *hamza* (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)**

Tick	No tick	Note
(✓)، ألعبُ (✓)، تلعبُ (✓)يلعبُ		
لعبتُ (✓)لعبتَ (✓)لعبَ (✓)		
سوف أسافر (✓)، سأكتب (✓)، قد أرحل (✓)		

Singular verb used correctly with the following plural noun subject

Tick	No tick	Note
يلعب (✓) الأولاد	يلعبوا *(no tick)* الأولاد	
يأكل (✓)الأولاد ويلعبوا (✓)		

Question	Answer	Marks
	Feminine singular verb with non-human plural	

Tick	No tick	Note
سبحت (✓)الأسماك	سبحوا *(no tick)* الأسماك	

Compound verbal expression

Tick	No tick	Note
كان يشرب (✓)(✓)		

With negative

Tick	No tick	Note
لم يكتب (✓) الوظيفة	يكتب لم *(no tick)* الوظيفة	

Verb with appropriate possessive pronoun suffix

Tick	No tick	Note
أكلها (✓) / قرأه (✓)		

Question	Answer	Marks
	Correct verb within meaningless statement	

Tick	No tick	Note
أكل (✓)الولد التفّاحة	أكل (*no tick*) الولد البيت	do not reward correct verb in a meaningless statement

a) Imperative

Tick	No tick	Note
تعال (✓)، لاتلمس (✓)		

b) Infinitive

Tick	No tick	Note
أريد (✓)أن أذهب (✓)		
أريد (✓)أن تذهب (*no tick*)		

c) 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.

- أحب (✓) السّباحة. وأحب (*no tick*) التنس أيضاً.

- أحب (✓) السّباحة. لا أحب (*no tick*) التنس.

- أحب (✓) السّباحة. وأخي يحب (✓) التنس أيضاً.

Question	Answer	Marks
3	**3.3 – award a mark out of 12 for Other linguistic features** *Generic mark scheme for Other linguistic features (Question 3):* (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 (*last page of mark scheme)): **Grade descriptors for Other linguistic features (Question 3)** <table><tr><td>**11–12**</td><td>• Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task.</td></tr><tr><td>**9–10**</td><td>• Attempts a range of structures with a good degree of success. • More complex language usually error-free. • Uses a variety of relevant vocabulary at this level.</td></tr><tr><td>**7–8**</td><td>• In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing.</td></tr><tr><td>**5–6**</td><td>• Attempts more than basic structures. • On balance the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.</td></tr><tr><td>**3–4**</td><td>• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.</td></tr><tr><td>**1–2**</td><td>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr><tr><td>**0**</td><td>• One or two disjointed words or short phrases may be recognisable.</td></tr></table>	

Question	Answer	Marks
3	(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures: • 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 *iDaafa* construction • Linking of nouns with لـ 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 *alif* (اً) • A variety of prepositions and adverbs (except جداً) • Expressions of quantity time and numbers • Linking words (لسوء الحظ، على كل حال etc.) and conjunctions other than و • Subordinate clauses, including التي، الذي، لأن (relative pronouns). Indirect or reported speech (قال ذلك، أظن ذلك.) Time clauses with بينما، عندما، إذا etc. and • 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. **[Total mark for Other linguistic features: 12]** **[Total for Question 3: 30 marks]**	

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Question	Answer	Marks

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, you should use the following guidance:

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

Note on irrelevant material

In the case of an answer which is completely irrelevant to the chosen question (3(a) or 3(b) or 3(c)), a mark of 0 is given for Communication and for Language.

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.

Irrelevant material that has been included in an otherwise relevant answer does not score for Communication or for Verbs. Communication marks and Verb marks are awarded for the relevant parts of the answer only. The mark for Other Linguistic Features is based on the whole answer. You should consult your Team Leader.