Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

ARABIC	**0544/41**
Paper 4 Writing	**May/June 2017**
MARK SCHEME	
Maximum Mark: 50	

Published

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

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

Cambridge will not enter into discussions about these mark schemes.

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This document consists of **18** printed pages.

SECTION 1

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: (i) **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. (ii) On Question 1, award marks for items wherever the candidate has written them. (iii) If the candidate offers more than one word per line, award a mark for each acceptable item. (iv) The pictures provided on the question paper are only suggestions. Accept any item the candidate could find as specified in the rubric.	**5**
	(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore definite / indefinite article, possessive adjective. (vi) Questionable spellings: Start by referring to sheet of examples in the mark scheme. Only refer to the bullet below, if no decision on the spelling you have encountered is recorded there. • 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer? • Look-alike test: does what the candidate has written look like the correct answer e.g. one letter missing but no other word created. • If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning). • Where letters are transposed, the word is likely to communicate (unless another word has been created). (vii) If there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored. (viii) Reject misspelt words which suggest a word with a quite different meaning, for example, poison for poisson. (ix) Where nouns are usually plural, accept singular and vice versa.	

Question	Answer	Marks
1	*Specific instructions for Question 1:* الوظائف التي تراها The following are examples. Accept any item the candidate could do as a job.	5

REJECT	ACCEPT (accept male and female)
	مُدرسة / مُعلمة
	طبيبة / دكتورة
	مُهندس
	مُغنية / مُطربة / فنّانة
	جزار / لحّام
	طباخ
كوافير (do not accept)	حلاق شعر / مصفف شعر
	لاعب (رياضي)
	شرطي / ضابط

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.**
		15

	2.1: award a mark out of 10 for Communication
	
	Generic mark scheme for Communication (Question 2)
	1 mark per item communicated (covering the tasks) up to a maximum of 10
	
	<table><tr><td>(i) Place the appropriate 'numbered' tick as close as possible to relevant communication point.
	(ii) Award marks flexibly across the tasks for each piece of relevant information conveyed up to a maximum of 10. HOWEVER, each of the 4 bullet points must be covered to get the 10 communication marks:
	    • <u>If 1 of the tasks</u> is missing, the maximum communication mark is 9.
	    • <u>If 2 of the tasks</u> are missing, the maximum communication mark is 8 (and so on).
	(iii) Add up the marks to give a mark out of 10 for Communication.
	(iv) For COMMUNICATION be tolerant of verbs/tenses/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc.).
	(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
	(vi) Only reward each piece of information once.
	(vii) Do not penalise factual errors.</td></tr></table>	

Question	Answer	Marks
2	***Specific instructions for Communication marks (Question 2):*** <div dir="rtl">اكتب رسالة قصيرة (80–90 كلمة) إلى صديقك عن احتفال شعبي في مدينة أجنبية.</div>	

Tick	Accept
1	<div dir="rtl">أين هذا الاحتفال؟</div> **REWARD:** any location of this event.
2	<div dir="rtl">في أي وقت من السنة يكون الاحتفال، وما مُدّته؟</div> **REWARD:** the identification of the date, season, time of the celebration and how long it took.
3	<div dir="rtl">ما الذي يعجبك في هذا الاحتفال؟ ولماذا؟</div> **REWARD**: any form of description: e.g. anything about what the candidate enjoys in the celebration, what clothes, food, or any activities or preparations were undertaken… **REJECT:** no ticks for any comments about dislikes in the celebration.
4	<div dir="rtl">ما الأشياء التي سَتتغيّر في هذا الاحتفال العام القادم؟</div> **REWARD**: an opinion expressed in the future tense Insist on future tense Accept: <div dir="rtl">العام القادم + المضارع</div>

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. 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>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> *Consider the whole answer when awarding mark for language. **Total for Communication: 10 marks** **Total for Language: 5 marks** **Total for Question 2: 15 marks**	

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.	**30**
	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.	
	(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). <table><tr><td>**2 ticks**</td><td>Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td></tr><tr><td>**1 tick**</td><td>Communication of some meaning is achieved but the message may be ambiguous or incomplete.</td></tr><tr><td>**0 ticks**</td><td>Nothing of worth communicated.</td></tr></table>	
	(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.	

Question	Answer	Marks
3	**Guidance on awarding marks for Communication** **Example 1:** كيف تَقضي 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	**Example 3:** ما برنامج الاحتفال؟	

Candidate's response	Ticks for Communication	Reason for mark
حفل غنائي .حفل موسيقي/تعارف أسري	0	Nothing of worth communicated.
حفل غنائي ثم مسرحي /للتعارف الاسري	1	Some meaning is conveyed but the message is incomplete.
حفل غنائي ثم مسرحي مع اناشيد.	2	Message clearly communicated.

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)	أَنت نظّمتَ مشروعاً لحل مشكلة الازدحام في مدينتك. اكتب رسالة إلى مجلّة الشباب تشرح فيها:	

Tick	Accept	Mark
1	كيف جهّزت لهذا المشروع. **Insist on past tense here** *Either two concise points or one extended point.*	2
2	تأثير مشكلة الازدحام على الحياة اليومية. Allow anything sensible, such as; pollution, safety for pedestrians, poor public transport, being late to work. *Either two concise points or one extended point.*	2
3	المشاكل التي واجهتَها، وكيف قمتَ بحلها. For 2 Communication ticks insist on explanation of both parts. **At least two problems (1+1) and one solution (2)**	2+2
4	المشروع المختلف الذي تريد عمله في العام القادم. For 2 Communication ticks insist on future meaning. (العام القادم/سأعمل مشروعاً في المستقبل.verb or future phrase e.g) Accept any sensible project.	2

Question	Answer	Marks
3(b)	طلب منك مدير المدرسة أَن تشرح لزملائك استخدام التكنولوجيا. اكتب مقالة لمجلة المدرسة توضّح فيها:	

Tick	Accept	Mark
1	نوع التكنولوجيا الذي تفضله، ولماذا؟ **Expect one answer** and **one justification** e.g. Internet, PCs, smart phones, social media, Ipads	**2+2**
2	كيف ساعدتكَ التكنولوجيا في دراستك العام الماضي؟ Insist on **past tense.** e.g. homework, research, classwork	**2**
3	كيف سهّلت التكنولوجيا حياة الناس اليومية؟ Insist on **past tense.** e.g. online shopping, booking flights, research, appliances, photography	**2**
4	ماذا ستفعل في حياتك بدون التكنولوجيا؟ Insist on **future tense.** Accept anything sensible. e.g. Read books, visit family, speak to my mom, visit a museum Reject: anything that is using technology	**2**

Question	Answer	Marks
3(c)	"ذات صباح، وجدتُ صورتي على الصفحة الأولى في الجريدة اليومية..." أكمل القصة:	

Tick	Accept	Mark
1	صف شعورك عندما رأيتَ صورتك. Insist on **past tense.** Examples: I felt happy, I was surprised, I was angry	**2**
2	أسباب وجود صورتك في الجريدة. Insist on **justification** Allow anything sensible. Examples: I won X-factor, I won a race	**2**
3	ماذا ستفعل بهذه الجريدة ولماذا؟ Insist on **future tense.** Allow anything sensible. Example: I will show it to my family, I will put it on my blog, etc. 2 separate marks for why: because I am proud of myself, I want my friends to see it, I want to inspire my cousins etc.	**2 + 2**
4	ماذا كان رأي عائلتك في وجود صورتك في الجريدة؟ Insist on opinion in **past tense.**	**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><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>	

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

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

- **Both subject and verb must be correct for the verb to score a tick. Subject (=noun or pronoun including article or possessive) + any finite verb**
- **Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the 'subject'**
- **Minor spelling errors in the subject will be tolerated**
- **Tolerate 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
يلعبُ(✓) تلعبُ (✓)، ألعبُ (✓)، (✓)		
لعبتُ (1✓)لعبتَ (1✓)لعبَ (✓)		
سوف أسافر (1✓)، سأكتب (1✓)، قد أرحل (✓)		

Singular verb used correctly with the following plural noun subject

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

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 (✓)		

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

Question	Answer	Marks
	(a) Imperative <table><tr><td>**Tick**</td><td>**Note**</td></tr><tr><td>تعال (✓)، لاتلمس (✓)</td><td></td></tr></table>	
	(b) Infinitive <table><tr><td>**Tick**</td><td>**No tick**</td><td>**Note**</td></tr><tr><td>أريد (✓)أن أذهب (✓)</td><td></td><td></td></tr><tr><td>أريد (✓)أن تذهب *(no tick)*</td><td></td><td></td></tr></table>	
	(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 – award a mark out of 12 for Other linguistic features	

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)

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

Question	Answer	Marks
	(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 ـل 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* (أً) • 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 الذي، التي، لأن (relative pronouns). Indirect or reported speech (قال ذلك، أظن ذلك). Time clauses with بينما، 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. **Total for Communication: 10 marks** **Total for Verbs: 8 marks** **Total for Other linguistic features: 12 marks** **Total for Question 3: 30 marks**	