Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

ARABIC   **0544/42**

Paper 4 Writing   **May/June 2018**

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 International will not enter into discussions about these mark schemes.

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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) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.

(b) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 No response and '0' marks

Award NR (No Response):
•   If there is nothing written at all in the answer space or
•   If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
•   If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:
•   If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.5 Optional questions: you must mark all questions attempted by the candidate. Where a question has not been attempted then a NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, scoris will automatically only aggregate the candidate's best result.

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Detailed mark scheme

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: • **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 neighbourhood or a town.	

Question	Answer	Marks
1	***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 you would take with you in your bag when going for a holiday <u>The following are examples. Accept any item the candidate could take with him.</u>	5

REJECT	ACCEPT
موبايل	تليفون / تلفون / هاتف
	كتاب
	حقيبة
	خريطة
	شمسية
	عطر
	عملة
	فرشاة أسنان
	نظارات الشمس

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.**	
	<u>**2.1: award a mark out of 10 for Communication**</u> ***Generic mark scheme for Communication (Question 2)*** ***1 mark per item communicated (covering the 3–5 tasks) up to a maximum of 10***	

	(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, all of the tasks 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.
	
	                                           [Total marks for Communication: 10]
		10

Question	Answer	Marks
2	***Session specific instructions for Communication marks (Question 2):***	

2 – Sport day

2   يطلب منك مدرّس التربية الرياضية أن تشارك في اليوم الرياضي بالمدرسة.

	Accept
1	ما أنواع الرياضة التي تلعبها ولماذا؟ **REWARD**: Any named sports and reasoned idea for keeping fit, chance to meet friends, etc… **ACCEPT: personal, commercial reasons**
2	متى تلعب الرياضة وأين تلعبها؟ **REWARD:** I play after school, weekends, during holidays. Any sensible location such as school, near where I live, in the gym, in a sport club etc…
3	لماذا الرياضة مهمة؟ **REWARD** Any reasonable opinion, keep fit, good for my health, make friends, part of a team, etc.
4	كيف ستساعد في نجاح اليوم الرياضي؟ **Insist on FUTURE tense.** **REWARD** Work hard in training, train daily, win a completion, ask people to attend, invite friends, train with a famous team, improve my skills, etc. **ACCEPT:** Any sensible idea in the future.

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> **Total marks for language: 5** *Consider the whole answer when awarding mark for language.	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.**	
	<u>3.1 – award a mark out of 10 for Communication</u> ***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.	

Question	Answer	Marks
3	(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. **[Total marks for Communication: 10]**	**10**

Question	Answer	Marks
3	**Guidance on awarding marks for Communication** **Example 1:** كيف تَقَضي أيام العطلة عادة؟ *(see table below)* **Example 2:** أين تذهب للتسوق ومع من؟ *(see table below)*	

Example 1: كيف تَقَضي أيام العطلة عادة؟

Candidate's response	Ticks for Communication	Reason for mark
نعم قضيتُ 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 هي **أهمية** هذا المشروع الخيري؟

Candidate's response	Ticks for Communication	Reason for mark
جمع المال.	0	Nothing of worth communicated.
أنا أحب أن أخدم. نشاط اجتماعي	1	Some meaning conveyed – use of تعملُ makes message ambiguous.
عمل تطوعي مفيد./مساعدة الآخرين	2	Message clearly communicated.

Example 4: 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.

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: <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>	

Question	Answer	Marks
3(a)	• ***Question 3(a): National day celebration*** **(a)** العام الماضي طلب منك مدير المدرسة أن تنظّم احتفالاً بالأعياد الوطنية.	

Tick	Accept	Mark
1	• اذكر أحد الأعياد الوطنية في بلدك. **REWARD** Any sensible name of a festival and a background, (the background could come from the name, such as independent day, or national day) is sufficient for the marks and consider task complete (one mark for simple name)	**2**
2+3	• ماذا فعلت في هذا الاحتفال؟ وكيف كان ناجحاً؟ **Insist on past tense.** Met friend or family, went out, etc…, Yes, it was successful (not successful). Accept any description of any kind of celebration; large number of attendees good variety of events, brought people together, nice music, family and friends came. Met new people, etc.	**2+2**
4	• ما أهمية الاحتفال بالأعياد الوطنية في المدرسة؟	**2**
	Insist on opinion. **REWARD** : Any sensible idea. Eg: made the school and town well known, visitors came, etc.	
5	كيف سيكون برنامج الاحتفال السنة القادمة؟ **Insist on future.**	**2**
	REWARD: Any sensible point. REJECT : If exact same idea as another bullet point .(without elaboration)	

Question	Answer	Marks
3(b)	• ***Question 3(b): Work experience*** (b) قضيتَ أسبوعاً في شركة للحصول على خبرة العمل.	

Tick	Accept	Mark
1	• نوع خبرة العمل التي قمتَ بها.	**2**
	REWARD: Any named type of work experience	
2	• ماذا فعلت أثناء أسبوع خبرة العمل.	**2**
	Past Tense. **Accept** any named job or description of a task completed during the work experience	
3&4	• كيف وجدت خبرة العمل ولماذا؟	**2+2**
	Insist on Past Tense for how he found the experience only. **REWARD**: Any reasonable point and explanation Eg: it was useful and beneficial meeting people and learning new skills. I have no idea about work life and feel this kind of short work experience will enhance my chances of making the right choices in my life etc.	
5	• كيف ستشجع الطلاب على المشاركة في خبرة العمل في المستقبل؟ **Insist on Future Tense** **REWARD**: Any activity such as write articles talk to friends etc. and consider task complete	**2**

Question	Answer	Marks
3(c)	• *Question 3(c): Having a pet to look after (write a story).*	

(c) "في العام الماضي وافقتْ أسرتي أخيراً أن أشتري حيواناً أليفاً ليعيش معنا في المنزل..."

Tick	Accept	Mark
1		**2**
	• ماذا كانت أسباب رفض أسرتك لشراء الحيوان الأليف؟ **Insist on PAST TENSE.** **REWARD:** Any sensible reason and consider task complete.	
2	• كيف أقنعتَ أسرتك بشراء هذا الحيوان؟ **Insist on PAST TENSE**	**2**
	REWARD Any sensible point or argument	
3	• صف شعورك بعد موافقة الأسرةِ. **Insist on feeling**. Happy excited, E.g.: I felt responsible, encouraged/empowered. Accept: opposite sentiment (I didn't care) etc.	**2**
4	• من أين اشتريتَ هذا الحيوان؟ Reward: Any reasonable location: zoo, friend, a pet shop etc.	**2**
5	• كيف حافظتَ على هذا الحيوان؟ **REWARD: Any sensible opinion about how the pet was looked after** E.g.: help me exercise, gives me focus for the day, something to look after etc.	**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 (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
يلعب (✓) الأولاد	الأولاد يلعبوا *(no tick)*	
يأكل (✓)الأولاد ويلعبوا (✓)		

Question	Answer	Marks
3	**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
3	**Correct verb within meaningless statement** <table><tr><td>**Tick**</td><td>**No tick**</td><td>**Note**</td></tr><tr><td>أكل (✓)الولد التقّاحة</td><td>أكل *(no tick)* الولد البيت</td><td>do not reward correct verb in a meaningless statement</td></tr></table> **(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	**3.3 – award a mark out of 12 for Other linguistic features**	12

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
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 لأن التي، الذي،(relative pronouns). Indirect or reported speech (قال ذلك، أظن ذلك). Time clauses withبينما، 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 mark for Other linguistic features: 12]**	

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