

MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers

0544 ARABIC (FOREIGN LANGUAGE)

0544/04 Paper 4 (Continuous Writing), maximum raw mark 50

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 must be read in conjunction with the question papers and the report on the examination.

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

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0544	04

Each essay is marked out of 25, making a total of 50 marks available for the paper.

Marks for each essay are awarded under the following headings:

COMMUNICATION: 5 marks

Put a stroke in the left hand margin for each of the 5 relevant points.

Record 0 for a failure to score a point.

Q1 (a) Ticks will be awarded in the right hand margin up to a maximum of 5.
1 tick available for each of the 4 guidelines in the question and then 1 left over to be awarded for an appropriate beginning and ending to the letter.

(b) Ticks will be awarded in the right hand margin up to a maximum of 5.
1 tick available for each of the 4 guidelines in the question and then 1 left over to be awarded for an appropriate beginning and ending to the letter.

Q2 This composition allows candidates to use their imagination. Ticks will be awarded in the right hand margin, up to a maximum of 5, for each point relevant to the bullet points which the candidates are asked to write about.

LANGUAGE: 15 marks

The approach to marking is positive; candidates are rewarded for accuracy and quality of language. Errors are not penalised. The total number of ticks should be recorded at the foot of the page and converted to a mark of 15 using the conversion table at the end of the mark scheme.

The 15 marks for accuracy will be divided into:

Vocabulary: 5 marks

5 marks	Consistently accurate, with a wide range of vocabulary and expressions used, including some more difficult or unusual words correctly spelt, with occasional minor slips. Good and appropriate use of idioms
4 marks	Not as consistently accurate nor as wide a range as the highest level, but a good range of words and expressions attempted, with some idioms and mostly correctly used.
3 marks	A more limited range with mostly easy words and expressions used. Or a wide range of expressions used with many errors, some inappropriately used.
2 marks	Substantially limited and inaccurate words and expressions used despite several examples of correctly written words.
1 mark	Substantially limited, with only isolated examples of correctly used words and expressions.

Accuracy of grammar and structures: 10 marks

9–10 marks	Highly accurate including use of more complex structures, but with occasional minor slips.
7–8 marks	Accurate in use of simpler structures, except for occasional more serious errors/ more frequent slips.
5–6 marks	Generally accurate, but with increased incidence of more serious errors.
3–4 marks	Substantially inaccurate, despite several examples of accurate usage.
1–2 marks	Substantially inaccurate, with only isolated examples of accurate usage.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0544	04

GENERAL IMPRESSION: 5 marks

The good candidate will be further rewarded for the use of 'extended' language in making the points of relevant communication, i.e. by using a range of vocabulary and structure or idioms to clarify or define further the points made. 5 marks are available for impression.

The Examiner has to decide whether the candidate has used vocabulary and structures which go beyond the minimum required to convey adequately the thought involved and has so given him/herself greater flexibility or self-expression.

5 marks	Comprehensive range of vocabulary and idiom with more complex language predominant.
4 marks	Considerable variety of vocabulary and idiom with more complex language clearly in evidence.
3 marks	Some variety of vocabulary and idiom with several items of more complex language.
2 marks	Limited variety of vocabulary and idiom with occasional more complex language.
1 mark	Only isolated examples of variety of vocabulary and idiom and more complex language.

The pro rata mark based on the Language mark should serve as the first guide. This mark should be adjusted up or down by one mark where this is justified by positive or negative qualities of the candidate's work.

- 0–1** Does not rise above the requirements for the Directed Writing Task in Paper 2.
- 2** Fairly good use of idiom, vocabulary, structures and appropriate tenses.
- 3** Good use of the above.
- 4** Very good use of the above.
- 5** Excellent use of the above.

Recording of marks

Marks should be recorded at the end of the answer as follows:

Communication	+	Language	+	General Impression	=	Total
E.g. 4/5		+ 10/15		+ 3/5		= 17/25

Enter each of the two marks on the front of the Script and record the total out of 50.

Please ensure that these marks are checked carefully, especially the conversion of ticks to marks for Language.

Counting words

- (a)** In letters, ignore any addresses or date. Ignore also any title which the candidate has invented. No marks may be gained for the above.
- (b)** Count up to exactly 140 words. Award no more marks thereafter, either for Communication or Language. But see note **(e)**.
- (c)** A word is defined as a group of letters surrounded by a space. Conjunctions and prepositions that combine with the following word (e.g. ل، و، ف) are not counted as separate words.
- (d)** All numbers count as one word each, whether written as figures or as words.
- (e)** Indicate the 140th word by ||.
- (f)** A Communication mark may only score if it occurs in the first 140 words.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0544	04

Repetition of material printed in the rubric

Such sections of the rubric which might score no marks for language are discussed at the Examiners' Coordination Meeting.

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 0/25 is given. These are rare in IGCSE. 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 Accuracy and Impression. Examiners who encounter what they judge to be irrelevant material/an irrelevant answer must contact the Principal Examiner during the marking period. When part of an answer is clearly irrelevant, include such material in the word count, but bracket it and award no Accuracy marks.

Examiners who encounter what they judge to be irrelevant material/an irrelevant answer should in the first instance consult the table below for guidance on how to deal with it. If, having consulted the table, Examiners are unsure as to how to proceed, they should contact their Principal Examiner (or, in the case of Single Examiners, the Product Manager) for guidance.

Examiners should note that for narrative tasks, candidates are free to develop their account in the direction their imagination takes them so long as they do not distort the rubric:

For example: if the rubric states '*There was a party at school to celebrate the end of exam. Say what happened that day*' and the candidate decides that on the very day of the party s/he was involved in an accident and rushed to hospital, this is a possible turn of events and should not be penalised. If, however, the rubric says specifically '*Describe how you celebrated the end of the school year at your school*' then this is what the candidate should do and a description of the accident should be regarded as evasive and irrelevant. (See table below.)

1	A deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric:	Give a mark of 0/25. These are rare in IGCSE. Consult either your Principal Examiner or, if you are a single Examiner, your Product Manager before awarding 0/25.
2	A composition on the general topic area of the question which does not address the set tasks:	<p>(a) When one or more of the tasks are attempted (whether successfully or not) then award Language and Impression marks as usual, even if parts of the answer are only marginally relevant. When a significant part of the answer is only marginally relevant, reduce the Impression mark by –1 (where +/- marks in margin for Language would affect pro rata Impression mark, the appropriate adjustment for Language will still apply):</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>For example: '<i>What you did on a day out with your friend.</i>' If as part of his/her answer the candidate writes at some length on a description of the friend (appearance, residence, family, likes/dislikes etc) it should be seen as marginally relevant and a deduction of –1 for Impression should be made.</p> </div> <p>NB. Examiners may award a pro rata mark for Impression, even if all the marks for Communication are lost due to errors of Language.</p>

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0544	04

		<p>(b) When the material complies with the topic area, but <u>none</u> of the set tasks are attempted, award marks for Language but give 0 for Impression:</p> <div style="border: 1px solid black; padding: 5px;"> <p>For example: 'Describe how your class celebrated the last day of term.' The answer which describes a routine day at school, but which does not address the tasks at all would comply with the topic area, i.e. school, so would gain marks for Language but score 0 for Communication and Impression</p> </div>
3	Part of an answer that is clearly irrelevant:	<p>Include such material in the word count, but bracket it and award no Language marks for that part of the answer:</p> <div style="border: 1px solid black; padding: 5px;"> <p>For example: 'Describe a typical school day.' Candidate includes a paragraph about a foreign holiday for no apparent reason other than to use up words. This paragraph should be bracketed for the purpose of ticks but included in the word count. Please note this would have to be blatant (and up until now has been a rare occurrence).</p> </div>
4	A genuine attempt to answer the question which fails due to a misunderstanding of a specific word or phrase:	<p>Award marks for Communication for any part of the response that does answer the question; award marks for Language and Impression.</p> <p>NB. If the use of a specific word in a rubric causes particular problems, a decision may be taken at the coordination stage to exercise some leniency in the award of Communication marks. The Product Manager should be consulted in such cases.</p>

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0544	04

MARKS FOR RELEVANT COMMUNICATION

General principles

- (a) Do not award communication marks when the required elements are expressed in inappropriate tenses.
- (b) Bracket and exclude from the word count any letter etiquette in Question 2 when a letter is not asked for.

A maximum of 5 marks is available for each of the two questions.

LANGUAGE MARKS

General Comments

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

Marking Units

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

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

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

See below for details

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

Units containing consequential errors are not rewarded. However, if two marks or more are lost due to a minor error of spelling or a faulty gender, the Examiner should place + in the right hand margin and take it into account when awarding the Impression Mark.

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

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0544	04

Letter Etiquette

Award ticks for Language up to a maximum of 5 for prelearnt stock phrases at the start of a letter, and up to 3 at the end of a letter.

Do not reward 'letter etiquette' for Language when a letter is not required.

(A) VERBS

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

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

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

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

Verb with appropriate use of سوف، س، قد = 1 + 1

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

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

Verb with appropriate pronoun suffix = 1 + 1

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

(B) NOUNS

Noun used with appropriate possessive pronoun suffix = 1

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

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

Correct broken plural used = 1

Correct use of accusative *alif* 1 = 1

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

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

2 nouns linked correctly in *iDaafa* construction = 2

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

iDaafa construction with 2 nouns + adjective = 2 + 1

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

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

(C) ADJECTIVES

Correct use of plural adjective, e.g. كبار = 1

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

Correct use of comparative construction (with من) = 2

Correct use of superlative construction = 2

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

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

(D) PRONOUNS

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

هي، هو are ticked only when used as 'links' (e.g. هذا هو البيت = 1 [demonstrative] + 1)

Correct use of suffixed object pronouns = 1

Preposition + suffixed pronoun = 1

Relative pronoun used in correct form = 1

Omission of relative pronoun in indefinite relative clause = 1

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

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

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0544	04

(E) PREPOSITIONS

All prepositions are ticked when used correctly

Preposition with noun = 1

Preposition + suffixed pronoun = 1

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

Verb with correct associated preposition = 1 + 1

(F) ADVERBS

All adverbs and adverbial expressions used correctly (including adverbial expressions formed with ب) gain one tick, except جدًا .

(G) CONJUNCTIONS

Appropriate use of conjunction (except و) = 1

و correctly used in 'حال' construction = 1

(H) NUMBERS AND TIME

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

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

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

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

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

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

(J) INTERROGATIVES

Appropriate use of question word (including هل) = 1

Singular accusative used after كم = 1 + 1

Agreement of أي = 1 + 1

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0544	04

Conversion Table

Number of ticks Maximum 60	Mark out of 15 (for Accuracy of Language)	Pro rata (General Impression)* Max 5
60+	15	5
55–59	14	5
51–54	13	4
48–50	12	4
45–47	11	4
42–44	10	3
38–41	9	3
34–37	8	3
30–33	7	2
26–29	6	2
22–25	5	2
19–21	4	1
15–18	3	1
11–14	2	0
7–10	1	0
0–6	0	0