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**ARABIC (FOREIGN LANGUAGE)**

**0544/41**

Paper 4 Writing

**May/June 2016**

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 will not enter into discussions about these mark schemes.

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## 2 General Marking Principles

### 2.1 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.

2.2 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

2.3 Annotation used in the Mark Scheme and/or during 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.

### 2.4 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 (eg '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.

2.5 **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 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**

NB the pictures provided on the question paper are only suggestions. Accept any item the candidate could find in a city.

**Generic mark scheme for Question 1**

- Answers should be marked for communication. Tolerate inaccuracies provided the message is clear:
  - '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?
  - Ignore any article.

**Session specific instructions for Question 1:** الأشياء التي تجدها في المدينة

The following are examples. Accept any item the candidate could find in the city.

ACCEPT	
	سيارة / أوتوبيس / باص / حافلة
	موقف سيارات / ساحة / دوار / ميدان
	طريق / شارع
	منزل / بيت / دار / عمارة
	مطعم
	موقف سيارة أجرة
	ملعب أطفال
	مسجد
	متجر / محل ملابس / دكان / سوق
	حديقة

[Total for Question 1: 5 marks]

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## Question 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)*

- (i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point.
- (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed up to a maximum of 10. HOWEVER, each of the 3 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 (and so on).
- (iii) Add up the ticks 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) 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
- (vi) Only reward each piece of information once.
- (vii) Do not penalise factual errors.

**[Total marks for Communication: 10]**

#### *Session specific instructions for Communication marks (Question 2): رسالة قصيرة*

Tick	Accept
1	<p>صف هذه الشخصية، وماذا تعمل.</p> <p><b>ACCEPT:</b> Any character.  <b>ACCEPT:</b> <u>Any profession</u> As long as any personality is given, consider task complete.</p>
2	<p>اذكر لماذا تعجبك هذه الشخصية.</p> <p><b>REWARD:</b> Any form of description: e.g. <u>anything about how the candidate came to admire a particular personality in any aspect of life or any activities</u>, etc.  <b>ACCEPT:</b> “historical personality or reasons”</p>
3	<p>ماذا ستفعل إذا صرت مشهوراً مثل هذه الشخصية؟</p> <p><b>REWARD:</b> Any reasonable reaction upon becoming famous, must be in future tense.  <b>ACCEPT:</b> <u>Any desire to behave differently or the same.</u>  As long as either given, consider task complete.</p>

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## **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)**

<b>5</b>	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
<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. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
<b>2</b>	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
<b>1</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
<b>0</b>	One or two disjointed words or short phrases may be recognisable.

**[Total marks for Language: 5]**

**[Total for Question 2: 15 marks]**

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## SECTION 2

### Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:

- **Communication:** award a mark out of 10 according to the instructions in 3.1
- **Language:** award a mark out of 8 for Verbs according to the instructions in 3.2  
award a mark out of 12 for Other linguistic features 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.

(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 (in the appropriate time frame). 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. (irrespective of time frame, attempt at an appropriate verb is made, verb may be incorrect but recognisable)
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]**

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### Guidance on awarding marks for Communication

#### Example 1: كيف نقضي أيام العطلة عادة؟

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 makes message ambiguous.
عملت في مكتب أبي.	2	Message clearly communicated.

#### Example 2:

Candidate's response	Ticks for Communication	Reason for mark
مع من ذهبت للتسوق.	0	Nothing of worth communicated.
ذهبت للتسوق في المدينة.	1	Some meaning is conveyed but the message is incomplete.
ذهبت للتسوق مع صديقي في المدينة.	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:

<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 3 (a): Write a letter to your friend about an interview you had with a talented student.**

مقابلة مع طالب موهوب.

Tick	Accept	Mark
1	<p><b>Explain what his talent is and what you think of it?</b> Fairly detailed explanation of the talent and the candidate personal engagement and reflection coupled with opinion</p> <p>موهبة ذلك الطالب ورأيك فيها.</p> <p>Insist on extended personal opinion.</p>	2+2
2	<p><b>What have been his latest activities?</b> The student's latest activities explained and its effect or influence on fellow students is highlighted</p> <p>ما هي آخر نشاطاته؟ الغناء جميل أطرب التلاميذ، الرسم معبر حرك مشاعر الطلبة، الطلبة استمتعوا بالرواية.....</p> <p>Insist on past tense</p>	2
3	<p><b>How long has he had this talent?</b> Since he was 10 years old, from grade 5 onward, since the start of the secondary school etc.</p> <p>منذ متى وهو يمارس هذه الموهبة؟ منذ سن العاشرة بدأت تظهر الموهبة. عندما كان في الفصل الدراسي الخامس ظهرت بوادر هذه الموهبة. عند دخولي المدرسة الثانوية بدأت في كتابة الروايات الصغيرة.....</p> <p>Allow anything sensible.</p>	2
4	<p><b>How would he advice other students to succeed in this area?</b> Look for at least one sentence of advice that could include anything sensible or one of the following ideas: Hard work, concentration, attention to details, take advice from others, etc.</p> <p>كيف سيستخدم هذه الموهبة في المستقبل؟ العمل، التركيز في العمل مع الرعاية للتفاصيل، مهنة....</p> <p>Insist on future tense</p>	2



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**Question 3 (b): Article for a school magazine about “a new dish in the canteen”**

طبق جديد في قائمة طعام المدرسة.

Tick	Accept	Mark
1	<p><b>The type of new dish that the school will provide.</b> Description of the new dish that the school will provide. Look for anything beyond simple naming of the new dish</p> <p>نوع الطبق الجديد الذي ستقدمه المدرسة. طبق خضار مسلوق مع البيض المقلي والسلطة الخضراء. طبق اللحم المشوي مع السلطة والبطاطا.</p>	2
2	<p><b>Why did the school decide to present this dish?</b> Reason for the school's decision. To promote healthy eating that wellbeing.</p> <p>لماذا قررت المدرسة أن تقدم طبقاً جديداً؟</p> <p>Insist on past tense; increase the choice, healthy eating style. etc</p>	2
3	<p><b>In your opinion what is the importance of this decision for students?</b> Importance of this decision. The decision is made to promote healthy life style, provide choice, to respond to complains etc.</p> <p>أهمية هذا القرار للطلاب في رأيك.</p> <p>Allow anything sensible, insist on opinion.</p>	2
4	<p><b>How do you see the future of this dish in the school?</b> Explain why most students will like it or reject it. Look for comment beyond a single adjective such as nice, bright popular, or successful.</p> <p>كيف ترى مستقبل هذا الطبق في المدرسة؟</p>	2
5	<p>Communication marks to be awarded flexibly for <b>expansion</b> in point (1), (2), (3) or (4)</p>	2

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**Question 3 (c): Describe to your friend about your new life away from your home country.**

أنت تعيش مع أسرتك بعيداً عن بلدك.

Tick	Accept	Mark
1	<p><b>Your reason for moving to this country and your opinion on it.</b></p> <p>Reasons for moving to this new country and your opinion about it. Communication marks to be awarded flexibly for (i) or (ii). Look for details beyond the following:-</p> <p>Mum or dad has been transferred to work in a named country. Moved for educational reason. Manmade or natural disaster etc. We are looking for structured reasoned argument about the reasons for moving, coupled with personal reflection on the advantages or disadvantages of moving</p> <p>سبب انتقالك لهذا البلد، ورأيك فيه. هنا نتوقع شيء من التفاصيل عن سبب الرحيل إلى البلد الجديد (لا يكفي أن يحصر الطالب إجابته على الرحيل لأسباب عمل الأب أو الأم، أو نتيجة لكارثة طبيعية أو كارثة من صنع الإنسان). نتوقع سبب مع التفاصيل إضافة للرأي الشخصي للطالب في هذا الرحيل مدعم بذكر السلبيات والإيجابيات للرحيل.....</p> <p>Insist on opinion + past tense</p>	2+2
2	<p><b>How did you feel after you arrived in the new country,</b></p> <p>Provide a context to being happy, sad or indifferent.</p> <p>شعورك بعد أن وصلت إلى البلد الجديد. أعط خلفية لشعورك بالفرح، أو الحزن أو اللامبالاة....</p> <p>Insist on past tense</p>	2
3	<p><b>When will you go back to visit your relatives?</b></p> <p>At the end of my school year (holidays) I will get the chance to go back with my family and visit my extended family and friends.</p> <p>متى ستعود لزيارة أقاربك؟ بعد نهاية العام الدراسي (العطلة المدرسية) سوف أعود إلى بلدي برفقة أسرتي لزيارة أهلي وأصدقائي.....</p> <p>Insist on future</p>	2
4	<p><b>What did you learn from this experience?</b></p> <p>Living away from my home country teaches me how to get on with others and show mutual respect to the different habits and customs. I also came to appreciate how much the hosting country do to make us feel welcome.</p> <p>ماذا تعلمت من هذه التجربة؟ الغربة علمتني كيف أتعامل مع الناس بذكور وحسن الخلق واحترام تام للعادات والتقاليد المختلفة. تعلمت كيف أقدر ما تبذله الدولة المضيفة من جهد لجعل للوافدين يشعرون أنهم جزء مكمل للمجتمع.....</p> <p>Expect opinions/emotions Do not insist on past tenses. Allow the meaning of 'I was.../It was.../I am.../It is...'</p>	2

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### 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)**

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

**Total marks for Accurate use of verbs: 8**

#### **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
- 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 **appropriate tense** to score a tick (see session-specific tables on tenses)

Tick	No tick	Note
(✓)، أَلْعَبُ (✓)، تَلْعَبُ (✓) يَلْعَبُ		
لَعِبْتُ (✓1)، لَعِبْتَ (✓1)، لَعِبَ (✓)		
سَوْفَ أَسَافِرُ (✓1)، سَأَكْتُبُ (✓1)، قَدْ أَرَحَلُ (✓)		

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**Singular verb used correctly with the following plural noun subject**

Tick	No tick	Note
يلعب (✓) الأولاد	يلعبوا (no tick) الأولاد	
يأكل (✓) الأولاد ويلعبوا (✓2)		

**Feminine singular verb with non-human plural**

Tick	No tick	Note
سبحت (✓2) 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 (✓2) / قرأه (✓2)		

**Correct verb within meaningless statement**

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

**(a) Imperative**

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 if verb appears to be in the same form with the same subject, e.g.**

- أحب (✓) السباحة. وأحب (no tick) التنس أيضاً.
- أحب (✓) السباحة. لا أحب (no tick) التنس.
- أحب (✓) السباحة. وأخي يحب (✓) التنس أيضاً.

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### **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)**

<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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(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 ل 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* (أ)
- 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 الذي، التي (relative pronouns). Indirect or reported speech (قال ( ذلك، أظن ذلك). Time clauses with عندما، بينما 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]

[Total for Question 3: 30 marks]

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### **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.