

# Mark Scheme Summer 2009

GCSE

GCSE Arabic (1606/07)

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## Paper 1 - Listening and Responding

Question Number	Answer	Mark
1	A	1

Question Number	Answer	Mark
2	A	1

Question Number	Answer	Mark
3	G	1

Question Number	Answer	Mark
4	3	1

Question Number	Answer	Mark
5	2	1

Question Number	Answer	Mark
6	A dark sunglasses E comfortable shoes F bottle of water G sun hat H sun lotion	5

Question Number	Answer	Mark
7	(ii)	1

Question Number	Answer	Mark
8	(iii)	1

Question Number	Answer	Mark
9	(ii)	1

Question Number	Answer	Mark
10	(iii)	1

Question Number	Answer	Mark
11	(i)	1

Question Number	Answer	Mark
12 (i)	C	1

Question Number	Answer	Mark
12(ii)	B	1

Question Number	Answer	Mark
12(iii)	D	1

Question Number	Answer	Mark
12(iv)	B	1

Question Number	Answer	Mark
12(v)	C	1

Question Number	Answer	Mark
13 (a)	(i)	1

Question Number	Answer	Mark
13 (b)	(iii)	1

Question Number	Answer	Mark
13 (c)	(i)	1

Question Number	Answer	Mark
13 (d)	(ii)	1

Question Number	Answer	Mark
14 (a)	25 / خمس وعشرون (سنة)	1

Question Number	Answer	Mark
14 (b)	في جامعة (حلب)	1

Question Number	Answer	Mark
14 (c)	للترفيه (1) or لأنها مضحكة / مسلية (1) ليست محزنة / ينسى الأخبار المحزنة (1)	2

Question Number	Answer	Mark
14 (d)	المطالعة / القراءة (1) السباحة / العوم (1)	2

#### Note on Q 14

- Words in brackets are not essential to award the mark.
- Alternative answers are separated by a slash
- Accept Hindi figures in question (a)

Question Number	Answer	Mark
15 (a)	<p style="text-align: right;">3 / 3 / ثلاثة (أشخاص)</p> <p>Other answers are possible, such as the doctor , his wife and their little daughter. Ignore poor spelling and grammar. The essential criteria are comprehension and enough communication to prove that question and text are understood.</p>	1

Question Number	Answer	Mark
15 (b)	<p style="text-align: right;">رقم الغرفة : 638 / 638</p> <p>There is often confusion between 3 and 8 with learners of Arabic. Some candidates may try to avoid the difficulty by writing down what they hear in words. This is acceptable as long as the words are clear and recognizable (may not be accurate in spelling or grammar)</p>	1

Question Number	Answer	Mark
15 (c)	<p style="text-align: right;">5 ليال</p> <p>Allow 5 days</p>	1

Question Number	Answer	Mark
15 (d)	<p style="text-align: right;">120 / 120 ديناراً</p> <p>120 is important. The word for pound (dinar) may be missing.</p>	1

Question Number	Answer	Mark
15 (e)	<p style="text-align: right;">السادس / رقم 6 / رقم 6</p>	1

#### Note on Q 15

- Words in brackets are not essential to award the mark.
- Alternative answers are separated by a slash
- Accept Hindi figures in question (a)



Question Number	Answer	Mark																																																																			
16 (a)	<p style="text-align: center;">Eg.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>أد</td> <td>نا</td> <td>سعا</td> <td>داو</td> <td>نور</td> <td>عزّ</td> </tr> <tr> <td>مد</td> <td>صد</td> <td>د</td> <td>د</td> <td>م</td> <td>ام</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>ر</td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td>لأنها خارج البيت</td> </tr> <tr> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>لأنها مفيدة للصحة</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td>لأنها إجبارية</td> </tr> <tr> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td>لأنها مسلية</td> </tr> <tr> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td>لأنها منعشة</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>لأنها تقوي الثقة بالنفس</td> </tr> <tr> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td>لأنها تسهّل الصداقة بين الزملاء</td> </tr> </table>	أد	نا	سعا	داو	نور	عزّ	مد	صد	د	د	م	ام						ر						X	لأنها خارج البيت	X						لأنها مفيدة للصحة					X		لأنها إجبارية		X					لأنها مسلية				X			لأنها منعشة							لأنها تقوي الثقة بالنفس			X				لأنها تسهّل الصداقة بين الزملاء	5
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		X				لأنها تسهّل الصداقة بين الزملاء																																																															

Question Number	Answer	Mark
17(a)	4.30 (p.m.) / 16.30 / four thirty / half past four  Reject: in the afternoon / after school / at the end of the school day	1

Question Number	Answer	Mark
17(b)	Fast / too fast (or coming quickly at him)  Reject: because he was in the street / because he was walking home	1

Question Number	Answer	Mark
17(c) (i)	Police car sirens / Police cars special noise / warning noise  Accept: Quite a few candidates will not know the word "siren" so accept reasonable substitutes that convey the meaning (e.g. hooting, whistling, ...)	1

Question Number	Answer	Mark
17(c)(ii)	from same direction / (from) behind the fast car / behind the black car	1

Question Number	Answer	Mark
17(d)	<p>People ran (away) (1) into the shops / (1)            People took refuge in the shops (2)            The sense of panic or urgency must be conveyed to get the 2 marks for this question            e.g. People went quickly to do their shopping cannot deserve 2 marks</p>	2

Question Number	Answer	Mark
17(e)	<p>He felt as if he was acting (1) in an action film / in a JB film (1)            The situation/ the scene was similar to the kind of action you see in a JB film (2)</p>	2

Question Number	Answer	Mark
17(f)	<p>thieves got caught by police (1)            their car ended up in cul-de-sac (1)</p> <p>Accept: "blocked road" or similar expressions.            He heard on the news that the police arrested thieves that had stolen a lot of money (1) and tried to get away in a black car (1) which ended up in a cul-de-sac (1)            Any two details for (2 marks)</p>	2

Total for Paper: 50 Marks

## Transcript

### بيت جديد

انتقلت عائلة سلمى إلى بيت جديد في مدينة عمّان. ضع الإشارة (X) تحت الصورة المناسبة كما هو موضّح في المثال.  
مثال اشترى أبي بيتاً كبيراً في منطقة جميلة.

- السؤال الأول  
البيت في وسط حديقة واسعة.  
السؤال الثاني  
يوجد خلف البيت حمّام سباحة.  
السؤال الثالث  
غرفة أبي وأمي.  
السؤال الرابع  
أما أنا فاخترت حجرة هادئة في الطابق الثالث تحت سطح البيت.  
السؤال الخامس  
غرفة إخوتي الصغار في الطابق الأرضي بجانب  
أما أنا فاخترت حجرة هادئة في الطابق الثالث  
نستقبل الضيوف ونأكل في الطابق الثاني.

### زيارة سياحية

#### السؤال السادس

أريد أن أقوم بزيارة بعض المعالم السياحية خلال العطلة الصيفية.

\_\_\_\_ أنصحك أن تزوري مدينة شرم الشيخ.  
\_\_\_\_ لكن سيكون الجو شديد الحرارة هناك.  
\_\_\_\_ هذا صحيح، والوقاية من الشمس شيء ضروري.  
\_\_\_\_ ماذا يجب أن أحضر معي في زيارتي لشرم الشيخ؟  
\_\_\_\_ لا بد أن يكون معك دهون الوقاية وقبّعة ونظارات شمسية وأحذية مريحة  
\_\_\_\_ وزجاجة ماء

## التعارف

سلمى في أوّل لقاء لها مع ريم.  
ضع الإشارة (X) بجانب الإجابة الصحيحة كما هو موضّح في المثال.

مثال اسمي سلمى وعمرى 16 سنة.

السؤال السابع \_\_\_\_\_ أهلاً وسهلاً يا سلمى، اسمي ريم وأنا لبنانية  
الأصل. وأنتِ؟ \_\_\_\_\_ أبي أصلاً من فلسطين لكني وُلدتُ  
في بريطانيا.

**السؤال الثامن** \_\_\_\_\_ هل أمك إنجليزية؟  
لا، ليست إنجليزية . هي بريطانية من أصل \_\_\_\_\_  
باكستاني.

**السؤال التاسع** \_\_\_\_\_ ماذا يعمل والدك؟  
أبي مدير بنك. وأمي ربة بيت.

**السؤال العاشر** \_\_\_\_\_ وهل عندك إخوة وأخوات؟  
نعم، أربعة إخوة وأخت واحدة.

**السؤال الحادي عشر** \_\_\_\_\_ وهل أنت الأكبر؟  
لا، أخي عصام أكبر مني بسنتين وهو الآن يدرس  
العلوم في جامعة لندن.

### هدايا عيد الأم

**مثال** **المدرّس:** ماذا أهديت لوالدتك يوم عيد الأم، يا سمير؟  
**سمير :** باقة زهور، يا أستاذ

### السؤال الثاني عشر

\_\_\_\_\_ وأنت يا منيرة ماذا كانت هديتك لوالدتك يوم عيد الأم؟  
\_\_\_\_\_ اشتريت لها رواية اسمها اللص والكلاب وعلبة من  
الشوكولاتة البلجيكية.  
\_\_\_\_\_ أحسنت، وأنت يا أمل؟  
\_\_\_\_\_ أعطيت ماما صورة كلبنا وقطنتنا واشتريت لها كمان سي دي  
من أغاني فيروز.  
\_\_\_\_\_ وأنت يا كريم هل تذكرت يوم الأم؟  
\_\_\_\_\_ طبعًا ، يا أستاذ. بعثت لأمي بطاقة تهنئة مع حبي وأشواقي.

## نصائح تساعدك في إنقاص وزنك

### السؤال الثالث عشر

أولاً: عند تناولك للطعام كلِّ وأنت جالس لأن تناول الطعام وأنت واقف يجعلك تأكل كثيراً

ثانياً: عوّد نفسك على تقليل الأكل بوضع الطعام في أطباق صغيرة .

ثالثاً: تناول اللحوم البيضاء مثل الأسماك والطيور بدلاً من اللحوم الحمراء مثل الأغنام والبقر.

رابعاً: تجنّب الأكل أثناء مشاهدة التلفاز أو قراءة الصحف والمجلات حتى لا تتناول كميات كبيرة دون أن تشعر.

## سحر أفلام الكرتون

### السؤال الرابع عشر

أفلام الكرتون (مثل ميكي ماوس، وتوم وجيري وغيرها) أفلام ساحرة تجذب الصغار والكبار إلى مشاهدتها. هذا ما يقوله السيد محمود عبد السلام في هذه المقابلة الصحفية:

\_\_\_ معلوماتك الشخصية من فضلك .

\_\_\_ أنا محمود عبد السلام. عمري 25 سنة. تخرجت من جامعة حلب.

\_\_\_ وهو اياتك؟

\_\_\_ السباحة والمطالعة وأفلام الكرتون

\_\_\_ أفلام الكرتون؟ تعني أفلام مثل ميكي ماوس وتوم وجيري التي يشاهدها الأطفال؟

\_\_\_ نعم، هذه الأفلام ليست للأطفال فقط. لها شعبية كبيرة بين الكبار أيضا.

\_\_\_ ولأي سبب؟

\_\_\_ لا أعلم، ولكن أعتقد أن الترفيه وإضاعة الوقت والبعد عن الأخبار المحزنة هي السبب الأساس لمشاهدتي لتلك الأفلام .

### في الفندق

### السؤال الخامس عشر

- ◀ مساء الخير .
- ◀ مساء النور
- ◀ أريد غرفة لو سمحت .
- ◀ بكل سرور .. غرفة لشخص واحد أم لشخصين؟
- ◀ لثلاثة أشخاص: أنا وزوجتي وابنتنا الصغيرة.
- ◀ طيب، يعني غرفة عائلية. ولكم ليلة؟
- ◀ خمس ليال.
- ◀ حسناً . تكلف الغرفة 120 ديناراً في الليلة مع وجبة الفطور .
- ◀ جيد. تفضلي، هذه 600 دينار للمدة كلها.
- ◀ شكراً. الاسم من فضلك؟
- ◀ الدكتور علي عبد القادر.
- ◀ أرجو منك أن تملأ هذه الاستمارة. غرفتكم في الطابق السادس رقم 638. تفضل هذا هو المفتاح.

## لماذا يمارسون الرياضة؟

مثال: اسمي أحمد. أمارس الرياضة لأنها تعطيني الفرصة لأخرج من البيت.

السؤال السادس عشر



1. اسمي ناصر. أنا لا أحب الرياضة. أمارسها لأنها مفروضة علينا في المدرسة.
2. اسمي سعاد. بعكس ما قاله ناصر، أنا أحب الرياضة وأمارسها لأنها تنعشني.
3. اسمي داود. الواقع أنني تعرّفت على أحسن الأصدقاء بممارستي الرياضة.
4. أنا نور. أنا لا أمارس الرياضة دائماً وأعتبرها وسيلة للتسلية فقط.
5. أنا اسمي عزام. أرى أن الرياضة مفيدة لصحتي فلماذا أمارسها كل يوم.

Question 17 Answer this question in English.

In the Street

اسمي أحمد عمران. اذهب إلى المدرسة الثانوية المحلية. عندما كنت راجعاً من المدرسة الساعة الرابعة والنصف مساءً أمس شاهدت سيارة كبيرة سوداء تتجه نحوي بسرعة هائلة. وسمعت في نفس الوقت صفارات الإنذار لسيارات الشرطة تأتي من نفس الاتجاه ورأيت الناس يجرّون إلى داخل الدكاكين. أما أنا فلم أتحرك من مكاني ورأيت السيارة تمرّ أمامي بسرعة وتختفي وكانت تطاردها سيارات الشرطة فشعرت وكأني ممثل ألعب دوراً في أحد أفلام جيمز بوند.

سمعت في نشرة الأخبار صباح اليوم أن الشرطة قبضت على لصوص سرقوا كمية كبيرة من النقود وحاولوا الهروب في سيارة سوداء من نوع لاند روفر. والظاهر أن السيارة انتهت في شارع مسدود واللصوص الثلاثة الآن في السجن.

## Paper 2 - Speaking

Communication and content		Application of language		Accuracy	
9-10	Responds very well indeed to a wide range of question-types. Extremely responsive – expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	5	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items	5	Very accurate indeed although isolated, usually insignificant errors may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	4	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis.	4	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on teacher-examiner's structured language.	3	Offers some examples of subordination. Mostly predictable lexical items deployed.	3	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on teacher examiners' language and prompts. Opinions limited to basic likes and dislikes.	2	Short main clause structures predominantly used. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.	2	Communicates main points despite high incidence of errors. Some 'prelearnt' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on teacher-examiner's structured questions.	1	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content.	0	No rewardable language.	0	No rewardable language.



## Paper 3 - Reading and Responding

Question Number	Answer	Mark
1(a)	تشرب	1

Question Number	Answer	Mark
1(b)	يلعب	1

Question Number	Answer	Mark
1(c)	ترسم	1

Question Number	Answer	Mark
1(d)	يسبح	1

Question Number	Answer	Mark
1(e)	تشوي	1

Accept	<ul style="list-style-type: none"><li>• if the candidate writes numbers or letters in the boxes and uses them to fill the blanks</li><li>• correct crossed words if they are not replaced by others</li><li>• if a word is incorrectly spelt but still can be recognised</li></ul>	
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Note on Q1: Ignore spelling errors

Question Number	Answer	Mark
2 (a)	140	1

Question Number	Answer	Mark
2 (b)	85	1

Question Number	Answer	Mark
2 (c)	55	1

Question Number	Answer	Mark
2 (d)	155	1

Question Number	Answer	Mark
2 (e)	69	1

Question Number	Answer	Mark
3 (i)	C	1

Question Number	Answer	Mark
3 (ii)	E	1

Question Number	Answer	Mark
3 (iii)	B	1

Question Number	Answer	Mark
3 (iv)	G	1

Question Number	Answer	Mark
3 (v)	D	1

Question Number	Answer	Mark
4 (a)	45 سنة أو 45 عاما  Accept the figure 45 or 45 on its own.	1

Question Number	Answer	Mark
4 (b)	شركة النصر، الخوير، عمان <b>Accept: The name of the company and at least the name of the town ( الخوير ) or the name of the country ( عمان ).</b>	1

Question Number	Answer	Mark
4 (c)	تخرج من كلية العلوم/ خريج كلية أو جامعة  بكالوريوس علوم/ ليسانس علوم	1

Question Number	Answer	Mark
4 (d)	غير متزوج/ أعزب  Accept any	1

Question Number	Answer	Mark
4 (e)	مدير شركة النصر	1

Question Number	Answer	Mark
4 (f)	مدرس في مدرسة السلطان  مدرس/ التدريس	1

Question Number	Answer	Mark
4 (g)	البحرين	1

Question Number	Answer	Mark
5	C D F H I	5

Question Number	Answer	Mark
6 (a)	الأحد	1

Question Number	Answer	Mark
6 (b)	في مستشفى	1

Question Number	Answer	Mark
6 (c)	تونس	1

Question Number	Answer	Mark
6 (d)	بسيارة أجرة	1

Question Number	Answer	Mark
6 (e)	الأربعاء	1



Question Number	Answer	Mark
7 (a)	قبر شاه جيهان ؛ قبر زوجته ممتاز محل Accept any of the two	1

Question Number	Answer	Mark
7 (b)	حاكما على الهند Accept حاكما on its own	1

Question Number	Answer	Mark
7 (c)	20 عاما / 20 سنة	1

Question Number	Answer	Mark
7 (d)	14	1

Question Number	Answer	Mark
7 (e)	موت زوجته	1

Question Number	Answer	Mark
7 (f)	بناء تاج محل	1

Question Number	Answer	Mark
8(a)	When she was 3 years old.	1

Question Number	Answer	Mark
8(b)	singing (1) and dancing (1)	2

Question Number	Answer	Mark
8(c)	It is used to show the number of films Shirley made / she was in more than 50 films.	1

Question Number	Answer	Mark
8(d)	3 to 4 films.	1

Question Number	Answer	Mark
8(e)	At the age of 20. (1) Because her films were not as popular as when she was young. (1)	2

Question Number	Answer	Mark
8(f)	She was a politician / worked in government.	1

Question Number	Answer	Mark
8(g)	She was too busy / she was making films. (1) She found learning easy (1) because her mother was teaching her at home. (1)	3

Question Number	Answer	Mark
8(h)	Their grandsons / grandchildren	1

Total for Paper: 50 Marks

## Paper 4 - Writing

Q1. (5 marks)

Award marks for communication only.

Accept transliterated words (such as doctor, professor) even though there may be alternative Arabic words for them. Transliterated words are acceptable as long as they are in common use in the Arab world and recognizable in spelling.

Q2. (10 marks)

See the Board's criteria for marking this question:

Communication and Content: 5 marks

Knowledge and Application of Language: 5 marks.

Candidates may well score full marks here in spite of some minor lapses or omission.

Task completion is essential for full marks.

There are 4 bullet points, which do not have to be taken strictly in the given order.

Look for proper use of tenses (past, present and future). See guidelines in the marking grid.

Question 3 and Questions 4 or 5 (20 marks, each)

See the Board's criteria for marking these questions

Communication and Content: 10 marks

Knowledge and Application of Language: 5 marks.

Accuracy of Language: 5 marks.

Only a well-balanced piece of writing where a full response that covers most of the bullet points will deserve very high marks for communication.

Likewise, style and grammatical accuracy (proper use of tenses) will have to be equal to the task to deserve high marks.

Please refer to the board's definitions of the different levels of competence when assessing marks for both communication and quality.

Total marks for the paper: 55

The first question rewards candidates for communication only whereas all other questions attract marks for knowledge and application of target-language grammar and structures. Questions 3 and 4 share a common mark scheme both for communication and content, knowledge and application of language and accuracy. The knowledge and application mark scheme for question 2 incorporates elements that reward accuracy.

#### Question 1

Marked for communication only.

Marks are awarded positively for each item/point communicated in such a way that it can be readily understood by a sympathetic native speaker. No marks are allocated for accuracy beyond that required for effective communication.

#### Question 2

Marks are awarded globally across each task using the criteria below:

Communication and Content	
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication - single lexical items only.
0	No effective communication.

Knowledge and Application of Language	
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses.
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure - pre-learned phrases. Vocabulary and structures only just adequate for the task.
1	Frequent errors which prevent communication, only isolated examples of accurate recognisable language - unconnected words or characters. No awareness of structure.
0	No language worthy of credit.

## Questions 3 and 4

Communication and Content	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over-ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Just about comprehensible overall. Is not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

## Knowledge and Application of Language

5 Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.

4 Evidence of a range of vocabulary and structures appropriate to narrative and description, eg: expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial phrases, although these are unlikely to be wholly successful, these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.

3 Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Although there will be pre-learned, set phrases and attempts to manipulate the language, this may be only partially successful.

2 Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs though frequent lapses. Pre-learned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.

1 Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.

0 No language worthy of credit

Accuracy of Language
5 High level of accuracy though not necessarily faultless. Orthography generally well mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4 Generally accurate in straightforward language and most structures correct. Accuracy can be more variable when more complex structures are attempted.
3 Fairly accurate in simple language. Inconsistency in structures but more correct than incorrect. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2 Many basic errors but main points communicated. Some correct phrases but frequent errors.
1 Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language.
0 No language worthy of credit.

Summary of mark allocations for the writing paper

	Task 1	Task 2	Task3	Task 4
Communication and Content	5	5	10	10
Application of Language	-	5	10*	10*

\* Marks are equally divided between application of language and accuracy within this task





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