

# Mark Scheme (Results) Summer 2010

GCSE

## GCSE Arabic (1606) Paper 4

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**Question 1 (5 marks)**

Award marks for communication only. Marks are awarded for any words in Arabic that are **relevant** and **recognizable**. Spelling errors and/or poor calligraphy are ignored here. 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.

**Question 2 (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.

**NB: Length and word count**

If an essay is too short, this will be reflected in the marks awarded for communication and Knowledge of language.

If an essay is too long, examiners will read it all, but the candidate's marks may be affected should there be greater incidence of error.

**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.

Question 3 and Questions 4 or 5

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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