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**ARABIC**

**0544/04**

Paper 4 Writing

**For Examination from 2015**

SPECIMEN MARK SCHEME

**1 hour**

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**MAXIMUM MARK: 50**

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This document consists of **14** printed pages.

## 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 hotel.

**Generic mark scheme for Question 1**

- Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:
  - (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: الأشياء التي تجدها في الفندق**

- The following are examples. Accept any item the candidate could find in a hotel.

ACCEPT	
قاعة رياضة	بلكون / شُرْفَة
كرسي	تدفئة
كمبيوتر / حاسوب	تلفزيون / تلفاز
مائدة / طاولة	ثلاجة
مسبح	حديقة
مصعد	حمام / دوش / دش
مفتاح	راديو / مذياع
مكيّف	سرير / فراش
منشفة	سينما
موقف السيّارات	صابون
هاتف / تلفون	غرفة نوم
	غرفة الاستراحة

**Total for Question 1: 5 marks**

## 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): عيد ميلادك**

Tick	Accept
1	<p>هل تحب أن تحتفل دائماً بعيد ميلادك؟ ولماذا؟</p> <p><b>ACCEPT:</b> ‘yes’ or ‘no’ or ‘don’t know’  <b>ACCEPT:</b> reason why/why not even if not clear whether or not they like to celebrate their birthdays.            As long as either is given, consider task complete.</p>
2	<p>كيف تحتفل بعيد ميلادك عادة؟</p> <p><b>REWARD:</b> any form of description: e.g. <b>anything about how the candidate celebrates his/her birthday</b> – place, date, guests, clothes, food, activities, etc.  <b>ACCEPT:</b> “I do not celebrate my birthday.”</p>
3	<p>ما الهدايا التي تُريدها في عيد ميلادك القادم ولماذا؟</p> <p><b>REWARD:</b> any gift that the candidate wants to receive.  <b>ACCEPT:</b> reason why candidate wants the gift even if not clear which gift he/she wants.            As long as either is given, consider task complete.</p>

**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**

## 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):***

- (i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.
- (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.

<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.

- (iii) Add up the ticks to give a mark out of 10 for Communication.

**Total marks for Communication: 10**

### Generic guidance on awarding ticks for Communication

**Example 1:** كيف تقضي أيام العطلة عادة؟

Candidate's response	Ticks for Communication	Reason for mark
نعم قضيت العطلة.	0	Nothing of worth communicated.
أنا تعملُ في مكتب أبي.	1	Some meaning conveyed – use of <b>تعملُ</b> makes message ambiguous.
عملتُ 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.
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):**

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.

- Question 3(a): Letter to newspaper about council's proposal to close library**

Tick	Accept	Mark
1	<b>Description of what candidate did last week at the library</b> Insist on past tense Do not insist on mention of 'last week'	2
2	<b>Description of what candidate did last week at the library</b> Insist on past tense Do not insist on mention of 'last week'	2
3	<b>Candidate's opinion of the library</b> Allow anything sensible	2
4	<b>Candidate's opinion of the decision to close the library</b> Allow anything sensible	2
5	<b>What will happen if the library is closed</b> إذا أُغْلِقَتِ المَكْتَبَةُ فسيُخَسِرُ كثيرٌ من النَّاسِ عملَهُم (Allow future and conditional for communication)	2

- Question 3(b): Article for school website about summer holiday spent working in an office**

Tick	Accept	Mark
1	<b>Description of the job the candidate did in the holidays</b> Insist on past tense	2
2	<b>Description of the job the candidate did in the holidays</b> Insist on past tense	2
3	<b>The advantages of working in the holiday</b> Allow anything sensible	2
4	<b>The disadvantages of working in the holiday</b> Allow anything sensible	2
5	<b>Which job the candidate would like to in future</b> job + في المستقبل أحب أن (Allow future and conditional for communication) Allow: ... قررت أن أعمل	2

- **Question 3(c): Description of first day at new school**

Tick	Accept	Mark
1	<b>Description of the lessons</b> Insist on past tense	2
2	<b>Description of break time</b> Insist on past tense	2
3	<b>Third communication mark</b> to be awarded flexibly for extra detail relating to either of first two bullet points in the question	2
4	<b>Reaction to the experience</b> Expect opinions/emotions Do not insist on past tenses. Allow the meaning of 'I was.../It was.../I am.../It is...'	2
5	<b>Extra detail on the reaction to the experience</b> Expect opinions/emotions Do not insist on past tenses. Allow the meaning of 'I was.../It was.../I am.../It is...'	2



### 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
- 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.

Tick	No tick	Note
أَلْعَبُ (✓)، تَلْعَبُ (✓)، يَلْعَبُ (✓)		
لَعِبْتُ (✓)، لَعِبْتَ (✓)، لَعَبَ (✓)		
التلاميذ مجدون (✓)	التلاميذ مجدون (no tick)	incorrect spelling of subject
سوف أسافر (✓)، سأكتب (✓)، قد أرحل (✓)		

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

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

## 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 (✓)		

## 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

## (b) Imperative

Tick	No tick	Note
تعال (✓)، لاتلمس (✓)		

## (c) Infinitive

Tick	No tick	Note
أريد (✓) أن أذهب (✓)		
أريد (✓) أن تذهب (no tick)		

## (d) Reward only the first occurrence of a verb, e.g.

- أحب (✓) السّباحة. وأحب (no tick) التنس أيضًا.
- أحب (✓) السّباحة. لا أحب (no tick) التنس.

### 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)

11–12	<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>
9–10	<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>
7–8	<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>
5–6	<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>
3–4	<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>
1–2	<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>
0	<ul style="list-style-type: none"> <li>• One or two disjointed words or short phrases may be recognisable.</li> </ul>

- (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  $\text{ـل}$  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 (على كل حال، لسوء الحظ، 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 use of *politenesses* in the letter.

**Total mark for Other linguistic features: 12**

**Total for Question 3: 30 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, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), 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.

When part of an answer is clearly irrelevant, highlight it and do not consider it when deciding on the Language mark. (e.g. Highlight, and do not consider for Language, an introduction to a question consisting of an unwanted self portrait on the lines of:

“صباح الخير، اسمي أحمد، عمري ست عشرة سنة، أسكن في مصر”  
or letter etiquette where a letter is not required.)