

MARK SCHEME for the May/June 2014 series

0544 ARABIC (FOREIGN LANGUAGE)

0544/43

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 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.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

| | | |
|--------|-----------------------|----------|
| Page 2 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2014 | 0544 |

Total marks for paper: 50

25 marks per question. Each question is marked over a maximum of 140 words.

1 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.

2 Language: 15 marks

Examiners are required to award ticks above each Marking Unit which is substantially correct. Errors are not to be indicated. The total number of ticks should be recorded at the foot of the page and converted to a mark out of 15 using the Conversion table at the end of the mark scheme.

3 General Impression: 5 marks

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 qualities, such as unusually good vocabulary or ambitious use of language, or by negative qualities, such as excessive repetition. Indicate positive qualities by a plus sign and negative qualities by a minus sign in the margin.

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.

Checkers

Each Examiner should ensure that his/her Checker has read the instructions on the reverse of the Script Checker Claim Form. Checkers should indicate that they have approved the accuracy of the recording, addition and transfer of marks by putting a tick in pencil against the final mark for each of the two questions and against the final Total, on the front of the scripts. Errors which the Checker finds must be corrected in red by the Examiner.

| | | | |
|--------|-----------------------|----------|--|
| Page 3 | Mark Scheme | Syllabus | |
| | IGCSE – May/June 2014 | 0544 | |

Counting words

- (a) In letters, ignore any addresses or date. Ignore also any title. No marks may be gained for this part of the question above.
- (b) Count up to exactly 140 words. Award no more marks thereafter, either for Communication or Language. But see note (e).
- (c) Our definition of a word is a group of letters surrounded by a space. Count the number of words **as it should be**, not necessarily as it is written. Conjunction *and* is not counted as a separate word.
- (d) All numbers count as one word each, whether written as figures or as words.
- (e) When the 140th word splits a Marking Unit, award a tick for the unit if correct in spite of (b).
- (f) Indicate the 140th word by ||.
- (g) Proper nouns count as one word and do not score ticks for Language.
- (h) In letters, count a maximum of 2 words only for the addressee.
- (i) A Communication mark may only score if it occurs in the first 140 words.

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 Language and Impression.

When part of an answer is clearly irrelevant, include such material in the word count, but bracket it and award no Language marks. (e.g. Bracket and include in the word count an introduction to a question consisting of an unwanted self portrait on the lines of: 'Hello. My name is X. I am 16 years old. I live in... etc.')

However, please bear in mind that as long as candidates do not distort the requirements of the rubric, they are allowed to develop their essays in the direction that suits them/their imagination takes them: Examiners should always hesitate before bracketing material as irrelevant, especially if it is integrated into an essay which fulfils the requirements of the rubric in other ways, and must consult their Team Leader if they are unsure.

| | | | |
|--------|-----------------------|----------|--|
| Page 4 | Mark Scheme | Syllabus | |
| | IGCSE – May/June 2014 | 0544 | |

MARKS FOR RELEVANT COMMUNICATION

General principles

- (a) Do not award Communication marks when the required elements are expressed in inappropriate time frames.

However, reward a Present where a Future context is apparent.

- (b) Tolerate and accept for Communication (but not for Language) the use of any past tenses when a past is required, even when a different past tense would be correct.

Accept for Communication the use of a Future when a Conditional would be correct and vice versa.

- (c) Bracket and exclude from the word count any letter etiquette when a letter is not asked for.

- (d) A Communication mark may only score if it occurs within the first 140 words.

- (e) When two 'reactions' are required in Question 2 and they are expressed as a list, e.g. *I was sad and tired* or *It was interesting and fun*, award one Communication mark only. However, if a verb is used, e.g. *I was sad[...]/I was tired*, award two Communication marks.

| | | | |
|---------------|------------------------------|-----------------|--|
| Page 5 | Mark Scheme | Syllabus | |
| | IGCSE – May/June 2014 | 0544 | |

A maximum of 5 marks is available for each of the two questions. Marks are to be awarded in the following points:

Question 1(a): You have been asked by your Arabic teacher to write about how you spent your last holiday.

- (i) Mention of where you went 1
- (ii) Description of what you did to have fun during the holiday 1
- (iii) Mention of what you like about holidays 1
- (iv) Mention of where you want to go on your next holiday and why 1+1

Question 1(b): The internet plays an important role in the life of young people today.

- (i) Mention of how much time you spend using the internet 1
- (ii) Description of what you used the internet for last week and why 1+1
- (iii) Mention of how you would feel if the internet disappeared and why 1+1

Question 2: You arranged to go to the cinema yesterday with your friend, but the evening didn't go according to plan.

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

- (i) Description of the problem that occurred before the film 1(+1)
- (ii) Description of the impact the problem had on your evening 1(+1)
- (iii) Description of your reactions to what happened 1+1

| | | |
|--------|-----------------------|----------|
| Page 6 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2014 | 0544 |

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.

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، من، سوف = 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

| | | |
|--------|-----------------------|----------|
| Page 7 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2014 | 0544 |

(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 ة treated as feminine (e.g. أرض) = 1
- Correct broken plural used = 1
- Correct use of accusative *alif* ا = 1
- Correct case endings for sound masculine plural (ون، ين) = 1
- Correct case endings for dual (ان، ين) = 1
- Two 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.
- هـ، هي 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

(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.

| | | | |
|--------|-----------------------|----------|--|
| Page 8 | Mark Scheme | Syllabus | |
| | IGCSE – May/June 2014 | 0544 | |

(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

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|---------------|------------------------------|-----------------|
| Page 9 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2014 | 0544 |

Conversion Table for 0544/04

| 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 |

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|---------|-----------------------|----------|
| Page 10 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2014 | 0544 |

APPENDIX: IRRELEVANT MATERIAL

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 Team Leader (or, in the case of Single Examiners, the Product Manager) for guidance.

Examiners should note that as long as candidates do not distort the requirements of the rubric, they are allowed to develop their compositions in the direction that suits them/their imagination takes them. Such development must not be treated as irrelevance.

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: | <p>Give a mark of 0/25.</p> <p>These are very rare in IGCSE. Consult either your Team Leader or, if you are a single Examiner, your Product Manager before awarding 0/25.</p> |
| 2 | A composition on the general topic area of the question which does not address all 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 and annotate the script to show why you have done this (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: ‘What you did on a day out with your friend.’ 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 11 | Mark Scheme | Syllabus |
| | IGCSE – May/June 2014 | 0544 |

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| | | <p>(b) When the material complies with the topic area but none 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 | A substantial part of an answer that is clearly not on the general topic area: | <p>Include such material in the word count. Then bracket it and award no Language ticks for the bracketed 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 falls outside the general topic area of school and the paragraph should be bracketed for the purpose of ticks but included in the word count. Please note there would have to be blatant use of material unrelated to the topic area for such action to be taken (and this is 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 to the whole answer.</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> |