

Mark Scheme (Results)

January 2013

International GCSE Arabic (4AR0)
Paper 01

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Assessment criteria

Maximum total mark for each question is 30. These marks break down as follows:

- communication and content – maximum 18 marks available
- knowledge and application of language – maximum 6 marks available
- accuracy of language – maximum 6 marks available.

Total: 30 marks maximum per question.

Communication and content

Mark range	Descriptor
0 – 1	Little or no relevant communication.
2 – 4	Little relevant information with much ambiguity and many omissions. Often incoherent.
5 – 7	Main points of the task completed but there may be some irrelevance, omissions or repetition. Minimal level of response with little description or opinions. Not easy to read.
8 – 10	Majority of task completed and relevant. There may be some irrelevance caused by a misunderstanding of the task. There is some evidence that the student can go beyond a minimal response due to some expansion of ideas and opinions as appropriate to the task. Some attempts to link the piece together as a whole. Sometimes ambiguous.
11 – 14	Responds fully to all, or nearly all, of the task. Task clearly understood. Evidence of both opinion and description as appropriate to the task. The piece is clear and has some coherence. May be rather pedestrian or, alternatively, somewhat over-ambitious.
15 – 18	Task clearly understood and responds fully to the task. Ability to narrate, expand, give full descriptions and express opinions as appropriate to the task. Piece is clearly linked together, coherent and relevant. Pleasant to read.

Knowledge and application of language

Mark range	Descriptor
0 – 1	Little or no language worthy of credit.
2	Very limited language which restricts and impedes communication. Language is basic and inappropriate.
3	Limited vocabulary and structures which are just adequate to task. Language is basic and sometimes inappropriate to task. Sentences are usually short, although syntactically more or less correct. Occasional use of standard idiom. Some errors in correct formation and use of verbs. Pre-learned, set phrases predominate. Use of adjectival or adverbial phrases is not always successful.
4	Vocabulary and structures are adequate to task. Language is appropriate for purpose. Style is basic and correct when using short simple sentences and communication is not impeded by this. Some difficulty with longer sentences where syntax is not always correct. Idioms are used with partial success.
5	Evidence of a range of vocabulary and structures appropriate to narrative and description, for example expressing opinions, justifying ideas and points of view. Some use of complex structures. Shows ability to manipulate language to suit purpose, although this may not always be successful.
6	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description, for example expressing and justifying opinions, ideas and points of view to avoid repetition. Confident use of more complex structures. Clear ability to manipulate language to suit purpose.

Accuracy of language

Mark range	Descriptor
0 – 1	Little or no language worthy of credit.
2	Errors occur so regularly as to impede communication. Isolated examples of correct language.
3	Many errors but main points communicated. Some correct constructions.
4	Fairly accurate. More than half of what is written is free from errors.
5	Generally accurate with most structures being correct.
6	High level of accuracy, though not necessarily faultless. Orthography generally well mastered. Use of complex language.

**Mark Scheme Guidance
4AR02 January 2013**

Question No	Candidate's Expected Response
1.	To compare between the common traditional studying at university level and distant/online learning by giving the advantages and the disadvantages.
2.	To talk about fame and how that might affect the candidate's future life.
3.	To write a letter to the officials to convince them that the task of bringing up children is mainly their parents' responsibility and hence the government should not get involved too much in it and leave it to the parents.
4.	To write an article to a (local) newspaper to show how educating offenders is a better way rather than putting them in prisons.
5.	To show that the excessive money spent on a marriage ceremony would be better spent on the couple's future than on a one-off celebratory event.
6.	To write a story about the provided picture.

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