CAMBRIDGE
International Education

Cambridge IGCSE™ (9–1)

ARABIC **7180/01**

Paper 1 Writing **May/June 2026**

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct word or words
	Meaning unclear or illegible
	Grammatical, spelling or punctuation error
	If the examiner considers the answer to be more correct than incorrect, then ‘benefit of the doubt’ is given.
	To show the end of word count
	Omission
	Irrelevant
	Used to show that blank pages have been seen and any creditworthy material has been awarded
Highlighter	Highlight
Off Page Comment	Used to make a holistic comment about the script

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Section A

Question 1 or 2

Question	Answer	Marks
EITHER		
1	**1** زرتَ أحد الأماكن التاريخية في بلدك. اكتب رسالة إلى صديقك عن تلك الزيارة. Use Table A to give a mark out of 10 for content, and Table B to give a mark out of 10 for language and structure.	**20**
OR		
2	**2** احتفلتْ مدرستك بمناسبة مرور عشر سنوات على تأسيسها. اكتب تقريرًا عن ذلك الاحتفال. Use Table A to give a mark out of 10 for content, and Table B to give a mark out of 10 for language and structure.	**20**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1,2</td><td>

Table A

<table>
<tr><th>Level</th><th>Content</th><th>Marks</th></tr>
<tr><td>Level 5</td><td>The interest of the reader is consistently aroused and sustained.
• Content consistently shows facts, and expresses ideas and opinions in order to interest, inform or convince.
• The topic is addressed and developed with consistent relevance.
• Fully appropriate text style, tone and register.</td><td>9–10</td></tr>
<tr><td>Level 4</td><td>The interest of the reader is generally aroused and sustained.
• Content generally shows facts, and expresses ideas and opinions in order to interest, inform or convince.
• The topic is addressed and developed with general relevance.
• Generally appropriate text style, tone and register.</td><td>7–8</td></tr>
<tr><td>Level 3</td><td>The interest of the reader is sometimes aroused.
• Content shows some facts, and express ideas and opinions in order to interest, inform or convince.
• The topic is addressed and developed with some relevance.
• Some appropriate text style, tone and register.</td><td>5–6</td></tr>
<tr><td>Level 2</td><td>The interest of the reader is distracted from merits of content.
• Content occasionally shows facts, and express ideas and opinions in order to interest, inform or convince.
• The topic is occasionally addressed and developed with occasional relevance.
• Text style, tone or register may be uneven.</td><td>3–4</td></tr>
<tr><td>Level 1</td><td>The interest of the reader is obscured by the weight of linguistic errors.
• Content rarely shows facts, or express ideas and opinions in order to interest, inform or convince.
• The topic is rarely addressed.
• Inappropriate text style, tone and register.</td><td>1–2</td></tr>
<tr><td>Level 0</td><td>• No creditable content</td><td>0</td></tr>
</table>

</td><td>20</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1,2</td><td>

Table B

<table>
<tr><th>Level</th><th>Language and structure</th><th>Marks</th></tr>
<tr><td>Level 5</td><td>Highly accurate writing, apart from very occasional slips.
• Sentence structures are highly varied and accurate.
• Verb forms and spelling correct, apart from very occasional slips.
• Vocabulary wide and precise and accurate meaning is conveyed.
• Paragraphs are well organised, are linked, and show clear evidence of planning.</td><td>9–10</td></tr>
<tr><td>Level 4</td><td>Accurate writing; occasional errors are either slips or caused by ambition.
• Sentence structures are varied and are generally accurate.
• Verb forms and spelling generally accurate, with some occasional slips.
• Vocabulary precise enough to convey intended meaning.
• Paragraphs are generally organised, are usually linked, and show some evidence of planning.</td><td>7–8</td></tr>
<tr><td>Level 3</td><td>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.
• Sentence structures show some variation and accuracy.
• Verb forms and spelling contain some errors.
• Vocabulary adequate to convey intended meaning.
• Paragraphs are used but may lack unity or coherence.</td><td>5–6</td></tr>
<tr><td>Level 2</td><td>Overall meaning not in doubt, but some errors sufficiently frequent to hamper precision.
• Some simple sentence structures are accurate, but accuracy is not sustained.
• Verb forms and spelling will sometimes confuse sequence of events.
• Vocabulary is limited and intended meaning not always clear.
• Limited use of paragraphs.</td><td>3–4</td></tr>
</table>

</td><td></td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1,2</td><td>
<table>
<tr><th>Level</th><th>Language and structure</th><th>Marks</th></tr>
<tr><td>Level 1</td><td>Scripts almost entirely impossible to recognise as piece of Arabic writing; whole sections make no sense at all.
• Sentence structures show little or no variation and accuracy.
• Verb forms and spelling contain multiple errors.
• Vocabulary is poor and intended meaning is unrecognisable.
• Little or no use of paragraphs.</td><td>1–2</td></tr>
<tr><td>Level 0</td><td>• No creditable content</td><td>0</td></tr>
</table>
</td><td></td></tr>
</table>

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Section B

Question 3, 4 or 5

Question	Answer	Marks
EITHER		
3	**3** ذهبتَ في رحلة مدرسية إلى حديقة للحيوانات. صف الحديقة، وشعورك خلال اليوم. Use Table A to give a mark out of 15 for content and structure, and Table B to give a mark out of 15 for language and accuracy.	**30**
OR		
4	**4** في أثناء حضورك إحدى المناسبات، التقيتَ بشخصيّة مشهورة. اسرد ما حدث بعد ذلك. Use Table A to give a mark out of 15 for content and structure, and Table B to give a mark out of 15 for language and accuracy.	**30**
OR		
5	**5** "السفر مع الأصدقاء أكثر متعة من السفر مع الأسرة". ناقش هذا الرأي. Use Table A to give a mark out of 15 for content and structure, and Table B to give a mark out of 15 for language and accuracy.	**30**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3,4,5</td><td>
Table A
<table>
<tr><th>Level</th><th>Content and Structure</th><th>Marks</th></tr>
<tr><td>Level 5</td><td>General
• Structure is secure, well balanced, carefully managed for deliberate effect.
• Content is highly engaging and has effective adaptation of some sophisticated language to describe, narrate or argue.
<table>
<tr><th>Narrative</th><th>Descriptive</th><th>Discursive</th></tr>
<tr><td>Narratives are complex, sophisticated, possibly tense and may contain devices such as flashbacks.</td><td>Descriptions have well-developed images helping to create complex atmospheres</td><td>Discussion is balanced, sometimes sophisticated, showing full awareness of both sides of the issue.</td></tr>
</table></td><td>13–15</td></tr>
<tr><td>Level 4</td><td>General
• Structure is well managed, with some choices made for deliberate effect.
• Content is engaging and has adaptation of a wide variety of vocabulary language to describe, narrate and argue.
<table>
<tr><th>Narrative</th><th>Descriptive</th><th>Discursive</th></tr>
<tr><td>Narratives have effective detail creating character or setting and may contain some sense of climax.</td><td>Descriptions have interesting images and a range of detail, helping to create interesting atmospheres.</td><td>Discussion is clearly presented and balanced, showing very good awareness of both sides of the issue.</td></tr>
</table></td><td>10–12</td></tr>
</table>
</td><td>30</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3,4,5</td><td>
<table>
<tr><th>Level</th><th>Content and Structure</th><th>Marks</th></tr>
<tr><td>Level 3</td><td>General
• Structure is competently managed.
• Content is relevant and has some adaptation of a variety of language to describe, narrate and argue.
<table>
<tr><th>Narrative</th><th>Descriptive</th><th>Discursive</th></tr>
<tr><td>Narratives are straightforward with proper sequencing of sentences.</td><td>Descriptions have satisfactory images, ideas and details which help to create atmosphere.</td><td>Discussion is coherent and sometimes relevant, showing good awareness of both sides of the issue.</td></tr>
</table></td><td>7–9</td></tr>
<tr><td>Level 2</td><td>General
• Structure is mostly organised but may not always be effective.
• Content is straightforward with relevant information and uses suitable vocabulary to describe, narrate and argue.
<table>
<tr><th>Narrative</th><th>Descriptive</th><th>Discursive</th></tr>
<tr><td>Narratives are largely a series of events with only occasional details of character and setting.</td><td>Descriptions have some detail but may rely too much on narrative.</td><td>Discussion is generally sound but sometimes repetitive, showing some awareness of both sides of the issue.</td></tr>
</table></td><td>4–6</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3,4,5</td><td>
<table>
<tr><th>Level</th><th>Content and Structure</th><th>Marks</th></tr>
<tr><td>Level 1</td><td>General
• Structure is limited or partially organised, and ineffective.
• Content is simple and ideas and events may be limited to describe, narrate and argue.
<table>
<tr><th>Narrative</th><th>Descriptive</th><th>Discursive</th></tr>
<tr><td>Narratives are simple and lack characterisation, scene setting and coherence.</td><td>Descriptions have some limited relevant events but lack scope or variety.</td><td>Discussion is generally unclear, there is little or no acknowledgment of the opposing view of the issue.</td></tr>
</table></td><td>1–3</td></tr>
<tr><td>Level 0</td><td>• No creditable content</td><td>0</td></tr>
</table>
Table B
<table>
<tr><th>Level</th><th>Language and accuracy</th><th>Marks</th></tr>
<tr><td>Level 5</td><td>• Sentence structures are highly varied and accurate.
• Verb forms and spelling correct, apart from very occasional slips.
• Vocabulary wide and precise and accurate meaning is conveyed.
• Paragraphs are well organised, are linked, and show clear evidence of planning.</td><td>13–15</td></tr>
<tr><td>Level 4</td><td>• Sentence structures are varied and are generally accurate.
• Verb forms and spelling generally accurate, with some occasional slips.
• Vocabulary precise enough to convey intended meaning.
• Paragraphs are generally organised, are usually linked, and show some evidence of planning.</td><td>10–12</td></tr>
<tr><td>Level 3</td><td>• Sentence structures show some variation and accuracy.
• Verb forms and spelling contain some errors.
• Vocabulary adequate to convey intended meaning.
• Paragraphs are used but may lack unity or coherence.</td><td>7–9</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3,4,5</td><td>
<table>
<tr><th>Level</th><th>Language and accuracy</th><th>Marks</th></tr>
<tr><td>Level 2</td><td>• Some simple sentence structures are accurate, but accuracy is not sustained.
• Verb forms and spelling will sometimes confuse sequence of events.
• Vocabulary is limited and intended meaning not always clear.
• Limited use of paragraphs.
• Some errors of punctuation including sentence separation; several spelling and grammatical errors, rarely serious.</td><td>4–6</td></tr>
<tr><td>Level 1</td><td>• Sentence structures show little or no variation and accuracy.
• Verb forms and spelling contain multiple errors.
• Vocabulary is poor and intended meaning is unrecognisable.
• Little or no use of paragraphs.</td><td>1–3</td></tr>
<tr><td>Level 0</td><td>• No creditable content</td><td>0</td></tr>
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