



Cambridge IGCSE™

FIRST LANGUAGE ARABIC

0508/02

Paper 2 Writing

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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.

This document consists of **8** printed pages.

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.

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: credit for content point or good language
	Incorrect
	Grammatical, spelling or punctuation error
	Meaning unclear or illegible
	Omission (of letter, character, word, etc.)
	Irrelevant
	Contradiction
	Relevant detail
	Development of point or idea
	Evaluation
	Repetition
	Use to show that blank pages have been seen and any creditworthy material has been awarded
	Inappropriate use of vocabulary from another language
Highlighter	Highlight
Off-page comment	Used to make a holistic comment about the script

General Marking Instructions

Candidates will be awarded two marks for each of the two compositions they write:

- the first mark is out of 12 for Style and Accuracy: see Table A;
- the second mark is out of 13 for Content and Structure: see Table B1, B2 or B3 (depending on the type of composition: Argumentative or Discursive, Descriptive or Narrative).

Irrelevant answers

The following guidance is intended to clarify how to mark answers if they bear no relevance to the question(s) asked. Please contact your Principal Examiner (or Product Manager for Single Examiners) if you are in any way unsure how to mark a response.

- First check if any of the response has some connection with another question on the paper.
- Look for any parts of the response that could be a plausible response to the question set and reward the language there. It is likely that the resulting mark will be very low.
- Use the vertical wavy line + IR annotation in the margin to indicate irrelevant material and do not award Language marks for these parts of the answer.
- **Content:** zero is a valid mark if the answer bears no relation at all to any of the questions asked on the paper.
'Rarely relevant' is in the zero descriptor. For a mark of 1–2 they have to have a few discernible points. If their points do not address the question in any way, then they cannot be considered to be discernible points.
- **Language:** apply an approach of only rewarding language within parts of the answer that are in response to the question set.
- If there are really no parts of the answer that could be considered to be an attempt to respond to the question, then zero would be the mark.
- 1–2 marks: 'vocabulary is limited' – if there is very little to mark that is relevant to the question, this will suit.
- 3–4 marks: 'vocabulary communicates simple facts/details accurately'. May be appropriate if there is more relevant material than would justify a 1–2 mark.

TABLE A – STYLE AND ACCURACY

Band 1	11–12	• Fluent; variety of well-made sentences, including sophisticated complex sentences where appropriate, used to achieve particular effects. • Wide, consistently effective range of vocabulary with appropriately used ambitious words. • Assured use of grammar and punctuation, spelling accurate.
Band 2	9–10	• Mostly fluent; sentences correctly constructed, including a variety of complex sentences. • Vocabulary often effective, sometimes complex, mostly varied. • Grammatically correct; punctuation mostly correct between and within sentences; very occasional spelling mistakes.
Band 3	7–8	• Occasional fluency: sentences of some variety and complexity, correctly constructed. • Appropriate and accurate vocabulary with occasional examples of choice made to communicate precise meaning or to give interest. • Simple grammatical terms correct; sentence separation mostly correct but other forms of punctuation sometimes inconsistently used; occasional spelling mistakes – but no error of any sort impedes communication.
Band 4	5–6	• Sentences tend to be simple and patterns repetitive. Where more complicated structures are attempted, there is lack of clarity and inaccuracy. • Vocabulary communicates general meaning accurately. • Some errors of punctuation including sentence separation; several spelling and grammatical errors, rarely serious.
Band 5	3–4	• There may be the occasional grammatically complex sentence but mostly these are simple and repetitively joined by 'and', 'but' and 'so', with other conjunctions being used ineffectively, if at all. • Vocabulary communicates simple details/facts accurately. • Many errors of punctuation, grammar and spelling, but the overall meaning is never in doubt.
Band 6	1–2	• Sentences are simple and sometimes faulty and/or rambling sentences obscure meaning. • Vocabulary is limited and may be inaccurate. • Errors of punctuation, grammar and spelling may be serious enough to impede meaning.
	0	• Meaning of the writing is often lost because of poor control of language; errors of punctuation, grammar and spelling too intrusive to award a mark in Band 6.

TABLE B1 – ARGUMENTATIVE/DISCURSIVE TASKS

Band 1	11–13	- There is a consistent quality of well developed, logical stages in an overall, at times complex argument. - Each stage is linked to and follows the preceding one. Sentences within paragraphs are soundly sequenced.
Band 2	9–10	- Each stage of the argument is defined and developed, although the quality of the explanation may not be consistent. - The stages follow in a generally cohesive progression. Paragraphs are mostly well sequenced, although some may finish less strongly than they begin.
Band 3	7–8	- There is a series of relevant points, and a clear attempt is made to develop some of them. These points are relevant, straightforward and logical/coherent. - Repetition is avoided, but the order of the stages in the overall argument can be changed without adverse effect. The sequence of the sentences within paragraphs is satisfactory, although opportunities to link ideas may not be taken.
Band 4	5–6	- Mainly relevant points are made, and they are developed partially with some effectiveness. - The overall argument shows signs of structure but may be sounder at the beginning than at the end. There may be some repetition. It is normally possible to follow sequences of ideas, but there may be intrusive ideas or misleading sentences.
Band 5	3–4	- A few relevant points are made and although they are expanded into paragraphs, development is very simple and not always logical. - Overall structure lacks a sense of sequencing. Paragraphs used only for obvious divisions. It is sometimes possible to follow sequencing of sentences within paragraphs.
Band 6	1–2	- A few points are discernible but any attempt to develop them is very limited. - Overall argument only progresses here and there, and the sequence of sentences is poor.
	0	- Rarely relevant, little material, and presented in a disorderly structure. - Not sufficient to be placed in Band 6.

TABLE B2 – DESCRIPTIVE TASKS

Band 1	11–13	- There are many well-defined, well-developed ideas and images, describing complex atmospheres with a range of details. - Overall structure is provided through devices such as the movements of the writer, the creation of a short time span, or the creation of atmosphere or tension. Focus is description (not storytelling). Repetition is avoided and the sequence of sentences makes the picture clear to the reader.
Band 2	9–10	- There is a good selection of interesting ideas and images, with a range of details. - These are formed into an overall picture of some clarity, largely consistent. There may be occasional repetition and opportunities for development, or the provision of detail may be missed. Sentences are often well sequenced, and the description is often effective.
Band 3	7–8	- There is a selection of effective ideas and images that are relevant to the topic, and which satisfactorily address the task. An attempt is made to create atmosphere and to provide some details. - The description provides a series of points rather than a sense of their being combined to make an overall picture, but some of the ideas are developed successfully, albeit straightforwardly. Some sentences are well sequenced.
Band 4	5–6	- Some relevant and effective ideas are provided and occasionally developed a little, perhaps as a narrative. There is some feeling of atmosphere, but most of the writing is about events or description of objects or people. - There is some overall structure, but the writing may lack direction and intent. There may be interruptions in the sequence of sentences and/or some lack of clarity.
Band 5	3–4	- Content is relevant but lacking in scope or variety. Opportunities to provide development and detail are frequently missed. - Overall structure, though readily discernible, lacks form and dimension. - The reliance on identifying events, objects and/or people sometimes leads to a sequence of sentences without progression.
Band 6	1–2	- Some relevant facts are identified, but the overall picture is unclear and lacks development. - There are examples of sequenced sentences, but there is also repetition and muddled ordering.
	0	Rarely relevant, little material and presented in a disorderly structure. Not sufficient to be placed in Band 6.

TABLE B3 – NARRATIVE TASKS

Band 1	11–13	- The narrative is complex and sophisticated and may contain devices such as sub-texts, flashbacks and time lapses. Cogent details are provided where necessary or appropriate. - The different sections of the story are carefully balanced, and the climax carefully managed. Sentence sequences are sometimes arranged to produce effects such as the building up of tension or providing a sudden turn of events.
Band 2	9–10	- The writing develops some features that are of interest to a reader, although not consistently so. Expect the use of detail and some build-up of character or setting. - The writing is orderly and the beginning and ending (where required) are satisfactorily managed. The reader is aware of the climax even if it is not managed completely effectively. The sequencing of sentences provides clarity and engages the reader in events or atmosphere.
Band 3	7–8	- A straightforward story (or part of story) with satisfactory identification of features such as character and setting. - While opportunities for appropriate development of ideas are sometimes missed, the overall structure is competent, and features of a developed narrative are evident. Sentences are usually sequenced to narrate events.
Band 4	5–6	- A relevant response to the topic, but largely a series of events with occasional details of character and setting. - The overall structure is sound although there are examples where a particular section is too long or too short. A climax is identified but is not effectively described or led up to. Sentence sequences narrate events and occasionally contain intrusive facts or misleading ideas.
Band 5	3–4	- A simple narrative with a beginning, middle and end (where appropriate). It may consist of simple, everyday happenings or unlikely, un-engaging events. - Unequal or inappropriate importance is given to the sections of the story. Dialogue that has no function may be used or over-used. There is no real climax. Sentence sequences are used only to link simple series of events.
Band 6	1–2	- Stories are very simple and narrate events indiscriminately. Endings are simple and lack effect. - The shape of the narrative is unclear; some of the content has no relevance to the plot. Sequences of sentences are sometimes poor, leading to a lack of clarity.
	0	- Rarely relevant, little material, and presented in a disorderly structure. - Not sufficient to be placed in Band 6.