CAMBRIDGE
International Education

Cambridge IGCSE™

ARABIC **0544/42**

Paper 4 Writing **May/June 2026**

MARK SCHEME

Maximum Mark: 45

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 **14** printed pages.

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[Turn over

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
?	Meaning unclear / indicates a problem in that section.
^	Omission (of character, word etc.)
BOD	If the examiner considers the answer to be more correct than incorrect, then ‘benefit of doubt’ is given.
✗	Use if the entire answer is incorrect, and the candidate is awarded 0 marks
HA	Harmless addition: use if the candidate extends their answer, without contradicting or invalidating the response.
N/A	[Highlighter] Highlighting areas of text
~~	Grammatical, lexical or punctuation error
INVL	If the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
IR	Irrelevant
L	Good language

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Annotation	Meaning
off page comment	Allows comments to be entered at the bottom of the RM marking window and then displayed when the associated question item is navigated to.
SEEN	Use to show that blank pages have been seen
✔	Credit for good content point
✔ 1 etc.	When candidates include elements relating to the different bullet points
	Grammatical, lexical or punctuation error over multiple lines

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Additional Guidance

- **Crossing out:**

(a)	If a candidate changes his/her mind about an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

- **For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:**

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

- **Annotations used in the mark scheme:**

(a)	tc = 'tout court'. This means that, on its own, the material is not sufficient to score the mark.

- **No response and '0' marks:**

(a)	**Award NR (no response):** If there is nothing written at all in the answer space or If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).
(b)	**Award 0:** If there is any attempt that earns no credit, e.g. the candidate has copied out part or all of the question.

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- **Optional questions:**
  Mark all questions attempted by the candidate. Where the candidate attempts more than one of the alternatives in **Question 3**, the marking system will take the best mark.

- **Using mark schemes with grade descriptors:**
  Start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

  The examiner should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

  Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

  - If the candidate's work convincingly meets the level statement, award the highest mark.
  - If the candidate's work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
  - If the candidate's work just meets the level statement, award the lowest mark.

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Detailed Mark Scheme

Question	Answer	Marks
1	Candidates are required to complete 5 gaps in Arabic. Read all of the items that the candidate has listed and award marks as follows: • **Award 1 mark for each correct item.** • In **Question 1**, award marks for items wherever the candidate has written them provided the candidate has made clear which part of the form they refer to. • Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite/indefinite article, possessive adjective, etc. Ignore any verbs. • If spelling is inaccurate, start by referring to the table below. Refer to the questions below if no decision on the spelling you have encountered is recorded there. If you read aloud what the candidate has written, does it sound like the correct answer and would a native speaker of Arabic understand it? Does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created? Would a native speaker of Arabic understand it? • Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa. • All answers must fulfil the communicative purpose described in the rubric.	**5**

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Question	Answer	Marks
1	**أنت تريد أن تسجل في مدرسة صيفية لدراسة اللغات. أكمل هذه الاستمارة باللغة العربية.**	**5**

	ACCEPT	REFUSE
Gap 1 (1 mark)	Any appropriate nationality, e.g. Somali, Tunisian, Egyptian, etc. (Accept Countries)	Refuse vocabulary which cannot be considered as a nationality, such as male, female. Cities, Towns Ethnicities- عربي- أفريقي
Gaps 2 and 3 (1 mark each)	Any appropriate languages, e.g. Arabic, Turkish, etc. Accept male version of Language, Example: عربي- فرنسي	Refuse vocabulary which cannot be considered as a language. Dialects example, Egyptian Countries
Gap 4 (1 mark)	Any appropriate means of transport, e.g. car, bus, etc. Accept walking, by foot Accept: عربة - باص	Refuse vocabulary which cannot be considered as a means of transport.
Gap 5 (1 mark)	Any appropriate day of the week except Tuesday, e.g. Monday, Wednesday, etc. Accept dates, Example: 05/04/2026	Refuse vocabulary which cannot be considered as a day of the week, e.g. numbers.

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Question	Answer	Marks
2	**اليوم الرياضي في المدرسة** • متى اليوم الرياضي في مدرستك؟ • كيف تُحضّر لهذا اليوم؟ • ما الجوائز التي سيحصل عليها الطلّاب؟ • ما رأيك في اليوم الرياضي؟ ولماذا؟ اكتب فقرة 80–90 كلمة **باللغة العربية** مستعيناً بالنقاط السابقة. Read the whole answer and award a mark out of 12 using the table below.	12

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Marks	Descriptor	Guidance
10–12	• Completes all tasks in the required level of detail. • Provides consistently relevant information and opinions. • Meaning is clear and communication is achieved, although there may be some linguistic inaccuracies. • Uses straightforward vocabulary and structures. • Links words and phrases using a range of simple connectors.	Examples of linguistic inaccuracies: lapses in agreements, tenses/time frames, spelling Examples of linking words and phrases: *and*, *or*, *but*, *because*, *then*
7–9	• Completes most tasks in the required level of detail. • Provides mostly relevant information and opinions. • Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies. • Uses limited vocabulary and structures with some repetition. • Some attempt to link words and phrases using a range of simple connectors.	
4–6	• Completes some tasks with some of the required detail. • Provides some relevant information. • Meaning is sometimes clear and some communication is achieved, despite linguistic inaccuracies. • Uses basic vocabulary and structures with frequent repetition. • Some attempt to link words or phrases using a limited range of simple connectors repetitively (e.g. *and*, *or*).	
1–3	• Attempts task(s), with little or none of the required detail. • May provide information; is almost always irrelevant. • Meaning is unclear and communication is rarely achieved. • Uses isolated words/phrases appropriate to the task. • Little attempt to link words or phrases.	
0	• No creditable content.	

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Question	Answer	Marks
3(a)	**(a) حفل زواج** حضرتَ حفل زواج أحد أفراد أسرتك في عطلة الصيف. اكتب رسالة إلى صديقك تخبره فيها عن الحفل موضّحاً النقاط التالية: • كيف حضّرَتْ أسرتك لهذا الحفل. • سبب اختيارك للهدية التي قدّمتها. • وصف مكان الحفل. • شعورك خلال الحفل. • المناسبة القادمة التي ستذهب إليها. Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for: • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks).	28
3(b)	**OR** **(b) مخيّم صيفي** شاركتَ في مخيّم صيفي مع بعض طلّاب مدرستك. اكتب مقالاً لجريدة المدرسة موضّحاً فيه: • كيف سمعتَ عن هذا المخيّم. • وصف مكان المخيّم. • الأنشطة التي مارستها في المخيّم. • أهمية المخيّمات الصيفية في رأيك. • كيف ستحافظ على الأصدقاء الجُدد من المخيّم. Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for: • task completion (maximum 10 marks) • range (maximum 10 marks) - accuracy (maximum 8 marks).	28

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Task completion

Marks	Descriptor
9–10	• Completes all tasks. • Provides detailed information, opinions/reactions and explanations. • The writing is focused and wholly relevant.
7–8	• Completes most tasks. • Provides straightforward information, opinions/reactions and explanations. • The writing is mostly relevant.
5–6	• Completes some tasks. • Provides some information, opinions and simple explanations. • The writing is more relevant than irrelevant.
3–4	• Attempts some tasks with some success. • Provides basic information and opinions. • The writing is occasionally relevant.
1–2	• Attempts task(s) with little or no success. • Provides some information and is almost always irrelevant.
0	• No creditable response.

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Range

Marks	Descriptor
9–10	• Uses extended, well-linked sentences frequently. • Uses a wide range of simple and complex structures listed in the syllabus to produce sentences of varying length. • Uses a wide range of vocabulary appropriate to the task(s).
7–8	• Uses some extended sentences, mostly well linked. • Uses a range of structures listed in the syllabus, including some complex structures, to produce sentences of varying length. • Uses a range of vocabulary appropriate to the task(s) with occasional repetition.
5–6	• Uses some extended sentences, with some evidence of linkage. • Uses simple structures and attempts to use some complex structures listed in the syllabus. • Uses mostly straightforward vocabulary appropriate to the task(s) with some repetition.
3–4	• Uses simple structures and makes no attempt at using the complex structures listed in the syllabus. • Relies on repetition of a small range of straightforward vocabulary.
1–2	• Uses isolated phrases and makes some attempt at basic structures. • Relies on repetition of a small range of basic vocabulary.
0	• No creditable response.

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Accuracy

Marks	Descriptor
7–8	• Accurate spelling and grammar; not necessarily faultless. • Occasional errors in spelling and grammar do not impede communication.
5–6	• Mostly accurate spelling and grammar. • Errors in spelling and grammar sometimes impede communication.
3–4	• Some accurate spelling and grammar. • Errors in spelling and grammar frequently impede communication.
1–2	• Rarely accurate spelling and grammar. • Errors in spelling and grammar persistently impede communication.
0	• No creditable response.

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