

Overview of assessment

* You will sit a writing test in May or June

* Students will be expected to demonstrate an ability to use the language for different purposes and in different settings, although these can relate to the same theme. The examination features two tasks.

Section 1: Short writing (30-70 words). In this section you will have a choice of 4 questions. You choose and answer **ONE** question only.

Section 2: Long writing (120 -150 words). In this section you will have a choice of 4 questions. You choose and answer **ONE** question only.

* **Time:** One hour.

Mark scheme and success criteria: Section 1

Communications and content

Communication and content	Mark
<ul style="list-style-type: none"> Very detailed and fully relevant response to the stimulus. No ambiguity. Clear ability to narrate, describe, express opinion and expand. Excellent linking of the piece into a whole. Coherent and pleasant to read. 	13-15
<ul style="list-style-type: none"> Detailed response to the stimulus but there may be minor omissions. Clear and coherent, with only occasional lapses. Reasonable attempt to link the piece into a whole. Evidence of description, opinion and expansion. Pedestrian or alternatively somewhat over ambitious. 	10-12
<ul style="list-style-type: none"> Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. Comprehensible overall, with some lapses. Evidence of ability to go beyond minimal response. Begins to expand ideas and express opinions. Some attempt to link piece into a whole. 	7-9
<ul style="list-style-type: none"> Main points conveyed, but may be major omissions and/or irrelevance. Some ambiguity. Short response, with no descriptions and minimal opinions. Sentences mostly written in isolation. Not easy to read. 	4-6
<ul style="list-style-type: none"> Little relevant information is conveyed. Much ambiguity and omission. Substantial degree of irrelevance and incoherence. Very limited, rarely comprehensible to native speaker. 	1-3
<ul style="list-style-type: none"> No content worthy of credit. 	0



Knowledge and application of language

Knowledge and application of language	Mark
<ul style="list-style-type: none"> Wide range of appropriate vocabulary and structures, including some complex items. Consistently competent use of more complex structures and different tenses. Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> Good variety of appropriate vocabulary and structures. Some attempt to use ambitious structures with a fair measure of success. Unambiguous use of different verb tenses. Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and structures. Correct syntax in simple, short sentences. Some longer sentences where syntax is not always correct. May include different tenses or time frames, perhaps with some ambiguity. Some examples of subordination. 	5-6
<ul style="list-style-type: none"> Limited and/or repetitive range of vocabulary or structures. Predominantly uses short sentences. Some attempts at tenses, but many mistakes. Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> Very limited range of basic structures. Frequently resorts to non-target language. Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> No language worthy of credit. 	0

Accuracy

Accuracy	Mark
<ul style="list-style-type: none"> Very accurate, though not necessarily faultless. Consistently good spelling and manipulation of language. Secure when using more complex language with only a few minor errors. 	5
<ul style="list-style-type: none"> Generally accurate language. Most spelling and verb forms correct. When more complex structures are attempted, accuracy can be more variable. 	4
<ul style="list-style-type: none"> A fair number of errors made, including some basic, but communication overall unaffected. Straightforward and familiar language fairly accurately spelt and manipulated. Verbs more correct than incorrect. The work is clearly more accurate than inaccurate. 	3
<ul style="list-style-type: none"> Many basic errors, but main points communicated. Simple 'pre-learned' stereotypes correct. Frequent misspellings. Frequent incorrect verb forms. 	2
<ul style="list-style-type: none"> Consistently inaccurate language and misspellings frequently impede basic communication. Only isolated examples of accurate language and verb formation. 	1
<ul style="list-style-type: none"> No language worthy of credit. 	0

Section A: Short writing (30-70 words) in Arabic.

(20 marks)

(c) Write an email in Arabic to an Arabic-speaking friend about an unforgettable family holiday

This should include:

The places you visited and the things you did

What made this holiday memorable

Note: Your answer will mostly be written in the past tense. You might also use the future tense and the present tense to write about places you intend to visit in the future as this will help you achieve more marks. You must respond to the two bullet points in your answer.

Suggestions:

Say where you went, with whom and how you got there.

Also mention the places you visited (places in town)

Say what you did (I went to the cinema etc...)

Give opinions with reasons

Use generic language (time phrases, connectives, intensifiers, adjectives, opinions etc...)

Possible answer:

Dear Maryam,

Last summer holiday I went to the city of Paris in France with my family. The city of Paris is very nice and historical city, in it there are big gardens and beautiful and smart clothes shops

In the city of Paris we visited historical monuments and we visited also Eiffel Tower, it was beautiful and very enjoyable. On the first day I went to the city centre to shop.

I bought different presents for my friends and family. Whereas my brother went to the museum with my sister.

In the evening I went to the cinema to watch a French film with my dad and sister, the film was very interesting. After that we went to a French restaurant, I like French food because it is very tasty.

I enjoyed the holiday because it was enjoyable and beneficial because I spent good times there and Learned a lot about French civilization. Your dear friend Salma



A series of horizontal dotted lines for handwriting practice, arranged in 20 rows across the page.



Past tense	الموسيقى Music	الغناء Singing	البيانو Piano
	الرسم Drawing	السينما Cinema	الفلوت Flute
	الشطرنج Chess	المطالعة Reading	الجيتار Guitar
	الفن Art	الرقص Dancing	الراديو Radio
	التسوق Shopping	الشعر Poetry	التصوير Photography
	المسرحية Theatre	الأفلام Films	الألعاب اللوحية Board games

Verbs

عَزَفْتُ عَلَى	I played on ...
إِهْتَمَمْتُ بِ	I was interested in
مَارَسْتُ	I practiced
لَعِبْتُ	I played
شَاهَدْتُ	I watched
قَرَأْتُ	I read
اسْتَمَعْتُ إِلَى	I listened to
ذَهَبْتُ إِلَى	I went to

عُطْلَةَ الْخَرِيفِ الْمَاضِيَةِ	Last autumn holiday
يَوْمَ الْخَمِيسِ الْمَاضِي	Last Thursday
الْعُطْلَةَ الْمَاضِيَةِ	Last holiday
الشَّهْرَ الْمَاضِي	Last month
الْأُسْبُوعَ الْمَاضِي	Last week
السَّنَةَ الْمَاضِيَةَ	Last year
يَوْمَ أَمْسَ	Yesterday
فِي الصَّبَاحِ	In the morning
أَمْسَ	Yesterday
فِي الْمَسَاءِ	In the evening

Connectives:	كذلك
But and	also
ثمَّ	So
After that	
Whereas	
بينما بعد ذلك	
و بل لكن	

ابن خالتي	بنت خالي	صاحبي	حفيدي	مع
Son of auntie (M)	Daughter of uncle (M)	My friend	Grandson	With
ابن عمتي	بنت عمي	خالتي	بنت أخي والدي	
Son of uncle (P)	Daughter of uncle (P)	Auntie (M)	My parents	
			أسرتي	ابن أختي
			My family	Nephew