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
Very detailed and fully relevant response to the stimulus.	13-15
No ambiguity.	
Clear ability to narrate, describe, express opinion and expand.	
Excellent linking of the piece into a whole.	
Coherent and pleasant to read.	
Detailed response to the stimulus but there may be minor omissions.	10-12
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.	
Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies.	7-9
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.	
Main points conveyed, but may be major omissions and/or irrelevance.	4-6
Some ambiguity.	
Short response, with no descriptions and minimal opinions.	
Sentences mostly written in isolation.	
Not easy to read.	
Little relevant information is conveyed.	1-3
Much ambiguity and omission.	
Substantial degree of irrelevance and incoherence.	
Very limited, rarely comprehensible to native speaker.	
No content worthy of credit.	0



Knowledge and application of language

Knowledge and application of language	Mark
 Wide range of appropriate vocabulary and structures, including some complex items. 	9-10
Consistently competent use of more complex structures and different tenses.	
 Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	
Good variety of appropriate vocabulary and structures.	7-8
Some attempt to use ambitious structures with a fair measure of success.	
Unambiguous use of different verb tenses.	
Generally at ease with subordination.	
Adequate but predictable range of vocabulary and structures.	5-6
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.	
Limited and/or repetitive range of vocabulary or structures.	3-4
Predominantly uses short sentences.	
Some attempts at tenses, but many mistakes.	
Language is basic and sometimes inappropriate to the task.	
Very limited range of basic structures.	1-2
Frequently resorts to non-target language.	
Rarely offers complete sentences.	
No language worthy of credit.	0

Accuracy

Accuracy	Mark
Very accurate, though not necessarily faultless.	5
Consistently good spelling and manipulation of language.	
Secure when using more complex language with only a few minor errors.	
Generally accurate language.	4
Most spelling and verb forms correct.	
When more complex structures are attempted, accuracy can be more variable.	
 A fair number of errors made, including some basic, but communication overall unaffected. 	3
Straightforward and familiar language fairly accurately spelt and manipulated.	
Verbs more correct than incorrect.	
The work is clearly more accurate than inaccurate.	
Many basic errors, but main points communicated.	2
Simple 'pre-learnt' stereotypes correct.	
Frequent misspellings.	
Frequent incorrect verb forms.	
 Consistently inaccurate language and misspellings frequently impede basic communication. 	1
Only isolated examples of accurate language and verb formation.	
No language worthy of credit.	0

Edexcel Pearson: Principal

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

(20 marks)

(d)You teacher has asked you to write an article in Arabic about your favourite book or film.

Include the following details within you r article:

What the book or film is about

What you like about it

Note: Your answer will mostly be written in the past tense and the present tense. You might also use the future tense to mention a film that you intend to watch or a book you aim to read in the future. You will do this to demonstrate to the examiner that you are familiar with all three tenses in Arabic.

You must respond to the two bullet points in your answer.

Suggestions:

Use generic language to improve the content of your text and achieve higher marks for your writing opinions and justiv them with good adjectival agreements Provide

Possible answer: Film

Last week I went to the cinema in the city centre and I watched a very nice and enjoyable film

I like the cinema because I like films and art. I especially like love films and I hate history and horror films The name of the film is Twilight and the film was very nice and very exciting

The film is a love story between the main character and a beautiful girl. The name of the
Main character if Edward and he is nice and very courageous
The film was good and very enjoyable because the main character Edward was strong,
Courageous and he likes good to people and he hates and fights evil

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